



BEHAVIOUR POLICY

Reviewed and revised – March 2022

Signed: Chair Of Governors

..... Headteacher

Next review – February 2025



Chesterton CE Primary School Behaviour Policy

This policy should be read in conjunction with our **School Vision Statement**:

- By working in partnership with parents, we strive to provide an excellent standard of education that engages all pupils through a level of support and challenge that allows every child to realise their potential.
- To stimulate a sense of curiosity and excitement about the world and to provide children with the independence, aspiration and inspiration to search for knowledge, truth, meaning and a purpose in life.
- To develop self-esteem and self-belief by celebrating effort and success, helping each child to gain a sense of achievement through their learning and activities both in and out of school.
- To afford pupils a sense of their own dignity and worth in the eyes of God and a vision of the innate dignity of all humankind.
- To encourage pupils to develop their skills and values, enabling them to make an increasingly positive contribution to the society and environment in which they live.
- To equip our pupils with the independence, humility and resilience to manage achievements, challenges and difficulties in their own lives and the generosity and compassion to support others at times of need.
- To broaden horizons for our pupils and staff, through offering, and encouraging involvement in, a wide range of opportunities and adventures both inside and outside the classroom.
- To embody the Christian experience of community, where we share our gifts; where the emphasis is on what we can contribute, rather than on what we might receive; and where we give according to need.
- To provide a welcoming, inclusive, positive, nurturing, healthy and safe environment in which we, as a Church of England school community, can flourish regardless of personal background or belief.
- To encourage our pupils and staff to live out our school Christian values of respect, compassion, resilience, Hope, integrity and humility.

Context

Chesterton CE Primary School has high expectations of all its pupils. Our aim is to provide an education that brings out the best in every child and builds on their strengths; enables them to enjoy and extend their own learning and helps them to become motivated and successful. We aim to work with children to support and encourage them to build positive relationships with others and work effectively within a team so that they grow into confident citizens, valued for the contribution that they make to society.

In working towards this aim, we recognise that promoting good behaviour is the responsibility of all stakeholders within the school community. We believe that our core school values of *Respect, Integrity, Hope, Compassion, Resilience* and *Humility* will help to create a culture where the beliefs and attitudes of everyone support the positive behaviours necessary to maintain an effective learning environment.

Aims

Our Behaviour Policy at Chesterton aims to:

- Create a positive climate, placing greatest emphasis on praise and reward and less on criticism and sanctions.
- Create a school community which is a safe, purposeful and happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected.
- Foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- Help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for themselves and others.
- Manage pupils' behaviour effectively, using a whole school approach to behaviour management, which is clearly understood by pupils, parents and all staff.
- Establish clear boundaries of acceptable behaviour that ensure children feel safe.
- Promote good behaviour, focusing on the individual making 'good choices'.

Principles into Practice

In attempting to achieve these aims, we will promote:

- A consistency of approach at all times.
- Fair treatment for all.
- The development of appropriate behaviour by all according to the situation – individual, small group, class, whole school – both on the school site and beyond.
- Consideration for others.
- Having regard for the safety of oneself and others.
- Sensitivity to the needs and feelings of others.
- Self-control: accepting responsibility and being accountable for one's actions.
- Independence and maturity in children, by gradually increasing responsibility and trust.
- High expectations, which are realistic for the children's academic and social abilities.

We will foster good relationships in school:

- Through good models of adult behaviour – incl. teachers, ancillary staff, governors and parents.
- Through judicious use of praise.
- By nurturing self-esteem.
- By ensuring children are well-motivated by the enthusiasm of their teachers.
- By using creativity and good humour to help pupils enjoy their work.
- By employing a variety of teaching methods to meet the many differing needs of our pupils.
- By actively involving all children in their learning.

and by being aware of children's rights –

- ✓ To be treated fairly.
- ✓ To have their problems and complaints listened to.
- ✓ To be allowed to choose some activities.
- ✓ Never to have their time wasted.

School Rules

We believe that all children have the right to work and play in a safe, nurturing and purposeful environment; and that in order to achieve this, all members of the school community need to be clear on the behaviours which are acceptable and expected.

To this end, each class discusses and agrees on their own set of guidelines for appropriate behaviour at the beginning of an academic year. The teaching staff encourage the pupils to link these to our whole school values.

These rules, and our whole school values, will form the basis of all of our discussions with children regarding their behaviour choices, when children will be asked to consider which of the values they have violated; how they could have made a different choice and what they now need to do in order to help remedy the situation.

Consequences

We recognise that it is equally important that the consequences of failing to meet the expectations for behaviour are consistent throughout school and understood and agreed by the whole school community.

Displayed in all classes are our 'Going For Gold' charts, representing five zones of behaviour – Gold, Silver, Green, Amber and Red. All children begin the day in the green zone. Positive behaviour choices can lead to an adult asking the child to move up, but poor behaviour decisions can result in them moving down.

Consequences of poor behaviour choices (sanctions):

- Children are given a reminder of expected behaviours (this may be a stern look or verbal reminder).
- Children are warned of a move down on the 'Going For Gold' chart if they continue to make poor behaviour choices.
- Children are moved down on the chart.
- If poor behaviour continues, children may be moved down again or, if more serious/disruptive, a more severe sanction may be taken.
- Continued poor behaviour may result in children having 'Time Out' within the classroom, where they are asked to reflect on their behaviour for a short, age-appropriate time. Children may be asked to complete a brief 'reflection sheet' (**Appendix 6**) to aid this process if appropriate to the situation.
- If poor behaviour continues following this, children spend time away from their class in another teacher's class.
- Further poor behaviour will result in the intervention of a senior member of staff.
- The SLT may decide to make a phone call home or communicate with parents to discuss their child's behaviour.

It is important to note that, throughout the process of consequences, children are given opportunities to reflect on their behaviour choices, how their behaviour violates the school values, and given the opportunity to make better choices and so move back through the various zones of behaviour.



Adults should ensure that:

- Children are encouraged to view behaviour as a choice. Adults are asked to use the language of choice, *'You can either continue to Or you can choose to If you do choose to continue to then I will have to ask you to If you stop and make the right choice, then we can*'
- Low level attention-needing behaviour can be ignored, but if it disrupts learning for others then the consequences should be put in place quickly and with as little attention to the individual as possible.
- Refusal to accept any of the consequences triggers the next stage in the sequence. However, children may be given some 'take up time' which means that they are given a specified amount of time to make their choice.
- Some behaviours are serious and skip the first sanctions. Any behaviours which are considered to be bullying or verbal abuse including physical injury to children or adults, should be brought to the attention of the SLT as soon as possible. In this instance, a Behaviour Incident Form should be completed (**Appendix 5**).

Rewards

We recognise that high standards of behaviour and good relationships are also supported by rewarding positive behaviour and attitudes. Indeed, we recognise that many children display positive behaviours and attitudes to learning as a matter of course and we actively seek to acknowledge and reward these children.

As part of our Going For Gold system, we have two zones to reward examples of positive behaviour: silver and gold. Children may be moved into the silver and gold zones if they demonstrate good behaviour choices. If a child reaches the gold zone and stays there until the end of the school day, they will be awarded a house point as an additional reward.

In addition to this whole school system, each class may have in place an agreed reward system which results in prizes or 'choosing time' for individuals, groups or the whole class, as decided by the teacher. Each week, teachers will also award Well Done Certificates, which are presented in our Friday Celebration Worship and displayed in the hall. House Points are awarded to the recipients in recognition of their achievement.

Alongside this, appropriate positive behaviour choices, good work, effort and care and consideration for others will be rewarded in a variety of every day ways:

- Immediate praise by an adult – teacher, teaching assistant, member of office staff etc.
- Approval by peers or other members of staff – e.g. sharing work.
- Instant rewards – stickers, postcards home etc.
- Conferring responsibilities – special helper etc.
- Displaying children's work
- Gold Certificates
- Headteacher's Award sent home

Continued Promotion of Good Standards of Behaviour

In order to promote good standards of behaviour throughout the school community, the school will:

- Always work to gain consensus amongst staff, pupils, parents and governors on issues of behaviour, sanctions and rewards.

- Actively seek parental support for maintaining standards by explaining the school policy before children join school and asking them to sign a Home School Agreement.
- Explain the policy of behaviour management, including the concepts of choice, self-discipline and consistent sanctions to pupils and parents, setting out our behavioural standards in the context of maintaining a safe, purposeful and happy environment.
- Use collective worship, circle time, PSHCE and rewards and responsibilities to promote shared values and respect for each other; and to celebrate children's positive attitudes to learning and behaviour.
- Undertake a regular review of the behaviour policy and provide training, where necessary, for staff in effective behaviour management.

Recording Behaviour and Involvement of Parents

All incidents of a higher order (i.e. if pupils repeatedly upset others, behave in an unsafe way, hurt someone physically or cause damage) are recorded on a Behaviour Incident Form (**Appendix 5**) and, where appropriate, communicated to parents. Copies of these records are kept by the Headteacher and Class teacher and will form the basis of discussions about behaviour with parents.

Parents will be kept informed about matters relating to their child's behaviour through:

- Informal meetings and telephone calls between teacher and parent (e.g. at the end of the school day).
- Attitude to learning grades 3 times a year (**Appendix 2**) – presented at parent-teacher meetings and via the written school report.
- Scheduled parent/teacher meetings.
- Formal meeting of the teacher, parent and senior member of staff.

The child may be included at any stage in these meetings, at the discretion of the teacher and with the agreement of the parent.

Parents of children affected by inappropriate behaviour of another child should be reassured that the incident is being dealt with according to the Behaviour Policy. However, it may not be appropriate to explain details of sanctions imposed on other children.

If poor behaviour is serious enough, a pupil may be excluded from school for a fixed period or permanently. The Department for Education documents set out the criteria for exclusion:

- *Exclusion from maintained schools, academies and pupil referral units in England (June 2012)*
- *School discipline (Pupil exclusions and reviews) (England) Regulations 2012*

Exclusion

Before making a decision to exclude a pupil, the following action will usually have taken place:

- The Head, SENCO, class teacher and any other adult concerned will have provided a clear identification with the pupil of the unacceptable / offending behaviour.
- If necessary, appropriate sanctions short of exclusion in an effort to discourage re-occurrence of such behaviour will have been established.
- A support plan has been established and implemented.
- Notification to parents of concerns and the sanction implemented will have taken place.

- Upon re-offence, discussion with the pupil regarding the sanction of exclusion and an interview with parents/guardians will have been set up to discuss the sanction of exclusion.

Exclusion will be used:

- When a child is using extreme, violent or aggressive behaviour, thereby endangering themselves and others, and /or refusing to respond to alternative strategies and sanctions previously imposed
- If allowing the pupil to remain in school would seriously harm the education, health, welfare or safety of the pupils or others in the school
- In the first instance, an exclusion may be for the remainder of the school day. If the pupil incurs additional exclusions, these will be for a longer duration at the discretion of the Headteacher.
- To enable parents, child and school to work closely together to agree a plan leading to modification of the child's behaviour and a return to school.
- As a permanent exclusion should the pupil not respond to the fixed term exclusion.
- The Governing Body, Education Welfare Officer and LEA are informed of any exclusion and will be involved in discussion with parents, child and school in the devising of a plan.

Special Educational Needs and Social, Emotional and Mental Health Needs

In managing behavioural difficulties, the school will have regard to the Code of Practice for children with Special Educational Needs, and will strive to ensure that children's particular learning needs are identified and met. The school will endeavour to work with parents of those children with additional needs to provide an inclusive and supportive environment.

Support will be sought from external agencies (e.g. Educational Psychology, Educational Social Workers, Behavioural Support Team, Bardwell Outreach etc.) for all children identified as having additional needs resulting in '*Social, Emotional and Mental Health*' difficulties. Support will involve devising an individual programme including elements such as building self-esteem, behaviour recovery, taking responsibility and being included as part of the school community.

Some children, who display violent behaviour which will cause harm to themselves, other pupils or school staff, may require the use of positive handling (see below). Similarly, pupils may need to be physically restrained/removed should they be causing significant and unacceptable disruption to the learning of others or causing damage to property.

In such cases, a positive handling or behaviour management plan should be developed for the individual pupil in consultation with the pupil, his or her parents, the SENCO and the class teacher. The *proforma for assessing and managing foreseeable risks for children who present challenging behaviours* can be used for this purpose. **(Appendix 3)**

Any specific strategies or techniques that are agreed should be shared with all staff and acted upon.

The Use of Force to Control or Restrain Children

This school makes use of DfE guidance: *Use of reasonable force in schools (2013)* in the document issued to all staff on induction and via staff handbooks - *Guidance for Staff on the Use of Force to Control or Restrain Pupils (Appendix 4)*. This document includes guidance on: Reducing the likelihood of situations arising where force is required, deciding if force is appropriate, examples of situations where the use of force may be reasonable and using force safely.

All incidents which require the use of force or restraint should be reported to the Headteacher immediately and a written record kept. Parents must be informed of any incident where force or restraint has been employed in regard to their child.

Bullying

Bullying is a form of unacceptable behaviour, and is dealt with specifically in our Anti-Bullying Policy.

Instances of bullying and notable incidents of poor behaviour will be included in the Headteacher's Reports to the Governing Body.

Appendix 1: The Behaviour Record Sheet

Appendix 2: The Attitude to Learning Report

Appendix 3: The Proforma Risk Assessment

Appendix 4: Guidance on the use of force

Appendix 5: Behaviour Incident Form

Appendix 6: Behaviour Reflection Sheet

Appendix 7: Levels of Negative Behaviour

Appendix 7 – Levels of Negative Behaviour

Step 1 : Low level misdemeanours:

- Not following the School Values or classroom expectations as laid out in the class rules.

Step 1 - Behaviour Management Strategies

In class, sanctions need to be comparatively mild, having made sure the rules are understood. They must always be used in the context of self-esteem for each adult and child.

- Moved down on Going for Gold Reward Chart. Movement below Red will result in the completion of a Reflection Sheet and loss of privileges.
- Positive reinforcement of good behaviour
- Divert the child e.g. give them a job or message to take
- Give limited choice to the children
- Positive scanning of the room
- Change the tone/volume of voice – assertive, authority
- Provide a positive classroom environment
- Talk with an individual or group
- Reminding children that someone is waiting for them to respond
- Ignore
- Eye contact

Step 2 - More serious misdemeanours:

- Refusing to complete tasks
- Damaging equipment/other's property
- Damaging own/others' work (including drawing in/on workbooks)
- Misuse of equipment (e.g. scissors)

- Misusing the toilets
- Swearing
- Taking things
- Throwing things
- Refusing to follow directions
- Constant disruption of working atmosphere
- Having no respect for own level of achievement

Step 2 - Behaviour Management Strategies:

A pupil will always complete a Behaviour Reflection Sheet for level 2 misdemeanours and carry out one of the following sanctions ...

- Putting the damage right/fixing the problem
- Apologising and writing a note of apology
- Repeating unsatisfactory work
- One to one talk (with parents if necessary)
- Time out in class for up to 10 minutes (on a chair, no more than twice in one session)
- If time out has been used twice already, a pupil will have time out with another teacher, taking their work with them for the remainder of the session (no more than twice in one week before moving onto the next level of sanctions).
- Loss of privilege
- Loss of break in designated area. A discussion will take place between the child and Deputy or SENCO at lunchtime or end of day. The class teacher may contact parents to discuss the issues.

It is vital that teachers keep the Deputy, SENCO and Head teacher informed of children causing concern. These communications allow effective monitoring in order to ensure that we are treating the same behaviour with similar strategies.

Step 3: Very serious misdemeanours:

- Refusing to do what an adult says
- Answering back or rudeness
- Swearing or using bad language
- Verbal or physical aggression
- Name calling
- Vandalism
- Persistent disruptive behaviour
- Racist, sexist or prejudiced remarks or attitudes
- Leaving the school building or premises without permission
- Stealing
- Bullying of any kind
- Stone throwing or other dangerous behaviour

These are where children are displaying *persistently unacceptable behaviour* that is inhibiting either their own work, or the work of others. Incidents of this kind must be reported to the Head or Deputy, who will take the appropriate action required. Please do not refer directly to parents about *serious* misdemeanours without prior discussion with the Head, Deputy or SENCO. Parents will need to be involved.

Children who display unacceptable behaviour should be aware that action will be taken and sanctions will be imposed.

Step 3 - Behaviour Management Strategies

A pupil will always complete the reflection sheet for level 3 misdemeanours:

- The child is sent to the Headteacher or member of the Senior Leadership Team. This staff member will decide on an appropriate sanction then monitor the situation following his conversation with the child concerned. Parents will be communicated with by the Head teacher to advise them that their child is displaying unacceptable behaviour, what the sanction is and will be advised if behaviour persists.
- If appropriate, a letter will be sent to the child's parents, giving a time of appointment to discuss their child's behaviour with the senior staff member, SENCO if appropriate and the class teacher. At this stage, a behaviour management support plan should be agreed. A support plan should be agreed with parents/guardians and be developed to help individual pupils better manage their behaviour.

The plan will have the following common elements:

- Is school-based
- Have a nominated member of staff as overseer
- Be automatic for pupils with several fixed term exclusions
- Be automatic for pupils at risk of failure or disaffection
- Will not be used to replace the SEND outcomes plan
- Will have involved other agencies where appropriate
- Should be time-limited and identify short-term targets
- Following the above measures, the next step is a fixed-term exclusion, which may be for lunchtimes or lesson times
- Finally, there may be a permanent exclusion or managed transfer

NB: SENCO involvement will result in the pupil being placed on the SEND register with an Individual Behaviour Plan and targets if not already in place.