

Chapel Street Primary School



Behaviour Policy

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Education Needs (SEN).

Approved by: Full GB
Approval date: 25th January 2017
Next review: Spring 2019

Signed by:

Headteacher:

Chair of Governors:

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A handwritten signature in black ink, appearing to read 'R. Shilton', positioned below the 'Chair of Governors:' label.

School is a place where learning is paramount. The term 'learning' encompasses academic and personal development. Children are encouraged to develop intellectually, socially, physically, spiritually, culturally and demonstrate shared British values. This development can only take place in an orderly and well-disciplined environment with high expectations of the behaviour of all its members.

Our Behaviour Policy is in line with the 'Behaviour and discipline in schools' document published by DfE (revised January 2016). This document states that 'Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions'. It states that's teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils.

Aims

The school aims to promote self-discipline among its pupils by encouraging them to see that they are responsible for their own actions. We recognise that the type of behaviour which is acceptable may, to some extent, be dependent upon age and children's particular circumstances. However, it is important for children to know how their behaviour affects others in the school environment.

Objectives

- Create a safe, happy and caring atmosphere, where each individual is valued and respected.
- Encourage recognise and reward good behaviour.
- Ensure that children know what is expected of them and what will happen if their behaviour doesn't reach expectations.
- Deal with children fairly and consistently if they misbehave.

What do we mean by good behaviour?

- Having **mutual respect and consideration at all times for all members of the school community** offering friendship, sharing, being tolerant of differences in appearance, race, ability, religion, gender and social circumstances.
- **Co-operating** with others and positively participating in class/school activities.

- **Self-discipline** – encouraging children to set high behaviour goals both in work and showing awareness of right and wrong and an ability to use self-control when necessary.

How do we encourage good behaviour?

- by being calm
- by being consistent
- by being non-confrontational, but never ignoring bad behaviour
- by being interested, and listening to what the children have to tell us
- by giving lots of praise
- by positive behaviour labelling
- by raising children's self esteem
- by providing good examples of positive behaviour modelling
- by providing good relationship models
- by having a structure of rewards

Good behaviour is promoted in the school by:

1. Rewards and praise

- Verbal praise
- "Smilies" (whole school system)
- Stickers
- Merit points
- Class rewards
- Marbles in the jar
- Pupil-of-the-week certificates
- Lunchtime organiser awards
- Class of the Week (lunchtimes)

2. Circle Time

Circle time is used to enhance self-esteem and positive behaviour.

3. PSHE&C (Personal, Social Health Education and Citizenship) & EL (Emotional Literacy)

These are used to raise issues about behaviour – e.g. feelings, social well-being, being respectful etc.

4. Religious Education

Issues of awareness, tolerance, respect of other cultures and beliefs are promoted.

5. School's Expectations

These are displayed and reviewed on a regular basis with the children.

Our Expectations

We have 3 expectations and those that we have concern the health, safety and well-being of all at school. At Chapel Street Primary School we expect a high standard of behaviour.

- 1. Take care of yourself.**
- 2. Take care of others.**
- 3. Take care of your environment.**

How do we organise the day/classroom to encourage good behaviour?

The most effective influence on behaviour in school is the teaching staff and other adult workers in the school. Next to parents, school staff can be amongst the most influential role models in a young person's life. Children's behaviour in school is very much influenced by adult attitudes and behaviour.

We plan and organise both the classroom and lessons to keep pupils engaged and motivate good learning. We also promote good behaviour and deal with anti-social behaviour. This requires attention to basics such as furniture layout, grouping of pupils, matching of work to ability, pacing of lessons, enthusiasm and the positive relationships to create a positive classroom atmosphere.

- We continually monitor the behaviour of classes. We are aware of, and control, our own behaviour, stance and tone of voice. We model positive behaviour.
- Classroom rules are made clear and explained to pupils from the very first lesson.
- We always try to emphasise the positive, including praise for good behaviour as well as good work.
- We are consistent with the use of sanctions. Criticising the behaviour and not the person.
- Our Behaviour Policy is based on a positive approach to children and the promotion of mutual respect, consideration, co-operation, and self-discipline.
- Children must be treated fairly and consistently.
- Every day is a fresh start for every child.

Incidents outside of school

School is responsible for behaviour within the school day (8:50am – 3:15pm) and aims to encourage standards of behaviour in pupils that transfer well to other contexts eg. walking home from school, playing in the park after school. On occasions this may not be the case.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the child is:
 - taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform
 - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school.

It is not possible to consider the school's response to the broad range of possible incidents child could be involved in out of school. The school deems that parents are responsible for pupils outside school premises but that school should work in partnership with parents to promote good behaviour in pupils outside of school. Where non-criminal bad behaviour is reported to the school, school will inform parents or external agencies as appropriate for the matter to be considered for sanctions in line with the families own parenting strategies and appropriate sanctions. Schools will encourage children to consider their out-of-school behaviour in line with school expectations but will not administer sanctions within school time.

How do we discourage inappropriate behaviour?

Sanctions taken by adults to discourage or modify behaviour will depend on the child concerned and the situation leading to the behaviour.

Sanctions

What the Law allows (Behaviour and discipline in schools DfE. February 2014)

If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil. To be lawful, the punishment must satisfy three conditions:

1. it must be made by a paid member of school staff
2. the decision must be made on the school premises or while the pupil is under the charge of the school member of staff. This includes being at a school organised event or educational visit off the school site.

3. It must not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all the circumstances

- A punishment must be appropriate (taken account of the pupil's age, any SEN or disability).
- Corporal punishment is illegal in all circumstances.

Continuous dialogue is maintained with parents so that an individual child's behaviour is always dealt with quickly.

Before our sanctions are implemented early strategies will have been used. These include:

Tactical ignoring – deflecting inappropriate behaviour by drawing attention to the appropriate.

Simple direction – rule reminder, explanation of rule being broken, quiet word e.g. *"Where should you be?"*

If the child's behaviour does not improve the following will happen:

For persistent disruptive behaviour:

- Up to 3 Verbal warnings
- Verbal final warning
- Time-out A
- Time-out B
- Time-out C

For serious incidents such as:

- Fighting
- Defiance
- Verbal abuse
- Racist abuse
- Homophobic abuse
- Bullying
- Cyber bullying

A letter will automatically be sent home and time out with the Deputy/Assistant Headteacher will result, additionally the following may also happen:

- A formal meeting with parents
- Behaviour targets set
- Being placed on a behaviour report card
- Removal of playtimes for a fixed period of time
- Removal from responsibilities and/or special activities

Lunchtimes

- Staff will use the strategies of 'Tactical Ignoring' and 'Simple Direction'.
- Children will have some time out from an activity.
- Children will be sent to the Assistant Headteacher, Deputy Headteacher or Headteacher in the instance of a serious incident in the playground.
- Inappropriate behaviour will be reported back to the class teacher who may undertake sanction(s).

Continuous Misbehaviour

We will always try to help children improve their behaviour. Class Teachers and Teaching Assistants will provide strategies that support them to make better choices. If the strategies that school put in place are not successful we will seek support from outside agencies. This may include an Individual Behaviour Plan as part of our Special Educational Needs support for our children. This is done in consultation with parents/carers.

Bullying

Definition: Bullying happens when a person is subjected to repeated threatening/intimidating/undermining acts over a period of time by another child or adult, a number of individual children or adults, or a group of children.

Policy Aim

Every opportunity will be taken to ensure that an anti-bullying approach is built into the curriculum. This can be emphasised in the areas of PSHE and Citizenship, EL, Religious Education and English. Here the development of skills such as listening, empathy, co-operation, patience, awareness of hopes, needs, fears, expectations etc. in themselves and other areas can be addressed.

How do we deal with bullying?

Bullying is a form of unacceptable behaviour which will not be tolerated in this school. All staff will react firmly and promptly where bullying is identified. We accept that bullying can and does happen in our school because we recognise bullying is any action/s, which may be repeated, that is/are a conscious desire to hurt, threaten or frighten someone. We will treat verbal bullying, including racist, sexist and homophobic abuse, as seriously as we will treat physical bullying.

All staff believe that relationships should be based upon respect and trust, and hope that this will give children the confidence to approach them with any

problems they may be facing and know that they will always make time to give them support.

See Anti-Bullying policy for more details.

Exclusion from School

On rare occasions, this course of action may be considered. We will, in such instances, adhere to the Local Authority guidelines.

Monitoring and Reporting of Behaviour

Parents are informed at an early stage if for any reason there are concerns about their child's behaviour.

Information on behaviour will be shared at Parents' Meetings and included in the child's end of year report.

Review

This policy will be reviewed regularly by the Governing Body, in line with guidance, and determined by the School Policy Review Schedule.

Appendix A

Whole School Reward System: 'Smilies'

The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps and tokens. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for'.

Once awarded, a Smiley can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him/her, staff may choose to reward the child on task rather than apply a sanction to the child who is not. The reward system is graded as follows:-

1 Smiley	Any noteworthy behaviour	Given to child to keep safe
10 Smilies	Teacher commendation	Recorded on individual achievement card and class record sheet
100 Smilies	Team Leader commendation	Bronze Award presented by Team Leader
200 Smilies	Deputy Headteacher commendation	Silver Award presented by Deputy Headteacher
300 Smilies	Headteacher commendation	Gold Award presented by Headteacher

Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smilies accrued other than in exceptional circumstances.

Children should aim to achieve the Bronze Award by the end of the autumn term, Silver during the spring and Gold by the end of the year. Children achieving awards within this time frame also receive a letter home informing parents of how well they are doing at school.

A 'Smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smilies' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including:

- Class party
- Class disco
- DVD etc.

Appendix B

Class of the Week

Each class starts the week with 20 'class points'. Rewards for good behaviour at playtimes and lunchtimes include the awarding of additional class points by lunchtime organisers. Equally sanctions can result in the loss of points (see Playground Procedures).

Results are announced in Monday assembly and the class with the highest score at KS1 and KS2 receive the 'Class of the Week' trophy and an appropriate class treat of their choice i.e. additional playtime, choosing time etc. Any class which wins Class of the Week for three consecutive weeks also receives a certificate, to display. Also awarded are 'Class of the Term' and 'Class of the Year'.

Appendix C

Behaviour Procedure

Step	What	Why	Where	Who (instigates action)
0	Verbal reminders (no more than 3)	Bring unwanted behaviour to attention of pupil and what to do/not do.	Class	Class teacher (or other adult in charge of class/group)
1	Final Warning “This is your final warning, do you understand?” Must use this <u>phrase</u> .	To signal transition to more formal sanctions and provide opportunity to correct behaviour	Class	Class teacher (or other adult in charge of class/group)
2*	Time Out A 10 – 15 minutes	Isolate and remove behaviour, provide opportunity for reflection for pupil, record action.	Class (Time Out area)	Class teacher (or other adult in charge of class/group)
3*	Time Out B Rest of session – 1 hour, with work. Letter home from Teacher.	Isolate and remove behaviour, provide opportunity for reflection for pupil, record action. Indicate escalation of sanction.	Partner class, pupil must be escorted (suggest nearest year partner class)	Class teacher (or other adult in charge of class/group)
4	Time Out C 1 session to ½ day, with work. Letter home from Assistant Headteacher.	Isolate and remove behaviour, provide opportunity for reflection for pupil, record action. Indicate escalation of sanction.	Assistant Headteacher (or senior teacher if previously agreed), must be escorted.	Class teacher (or other adult in charge of class/group)
*See additional notes on “Frequent Fliers” – next page				

Step	What	Why	Where	Who (instigates action)
5	Behaviour Support Plan	Address persistent behaviour issues through a more structured, objective based approach.	Throughout school	SENCO/Team Leader/HT/DHT/class teacher multi-agent approach.
6	Short, Fixed-Term Exclusions (up to 5 days in 1 term)	Removal of disruptive behaviour from class/school. Provide opportunity to seek longer-term solutions.	At home	HT (or delegated authority in absence)
7	Longer, Fixed-Term Exclusions (from 6 to 15 days in 1 term)	Removal of disruptive behaviour from class/school. Provide opportunity to seek longer-term solutions.	At home/at an alternative educational site.	HT (or delegated authority in absence)‡
8	Permanent Exclusion	Provide fresh start for the pupil and school.	A different educational setting	HT (or delegated authority in absence)‡

Notes: * "Frequent fliers" refers to children who repeatedly find themselves at Time Out A, B or C. These children need a different letter (in file). Criteria for this action are: more than 3 visits to A within a term, and 2 visits at B or C; the latter will also trigger consultation with Assistant Headteacher and or SENCO/HT/DHT about appropriate SEN status review, behaviour plans or multi-agency options.
‡ These steps are subject to statutory guidelines and may also include the involvement of governors and the LA.