

# Chadlington CE Primary School



## Behaviour Policy

### The members of this school community believe that:

- Good behaviour, effort and achievement is promoted, valued and celebrated by the whole school community.
- All members of the school community are treated with respect and show respect for others.
- Each member should take responsibility for their behaviour and understand that there are consequences to the choices they make.

### Aims of this policy

- To create a school society, which is a good place for everyone to be: purposeful, friendly and safe, based on shared values and a clear understanding of the behaviour expected.
- To use a whole school approach to behaviour management, that is clearly understood by all members of the school community.
- To help pupils grow into confident young people who show respect for others and who accept responsibility for their own behaviour.
  - To make boundaries of acceptable behaviour clear.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
  - To be proud to be part of the school.
  - To embrace the principles of lifelong learning, the best use of technology and “visible learning”.
  - To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### Objectives of this policy:

- To use assemblies, circle time, rewards and responsibilities and Personal, Social and Health Education, (PSHE) and the work of the School Parliament to promote shared values and respect for each other, and to celebrate positive behaviour and attitudes.
- To recognise the effect school appearance has on behaviour and deal quickly with problems in order to keep the school in good decorative order.
- To intervene at an early stage when behaviour begins to cause concern.
- To develop behaviour that supports both global citizenship and the fundamental principles of British Citizenship including: tolerance, respect, democracy, values, ethics, belonging, sense of fair play, perseverance and contributing to and supporting our local community.

### Ethos

Creating the right climate within the school:

All the children who attend Chadlington Primary School should feel wanted and that they, as individuals, have a part to play at our school. This can be realised in many ways, not least by encouraging each child to feel that they have a role to play within the family unit of the school, and that other people like family members and teachers and governors, depend on them to behave in a mature, well-mannered and respectful way. This is of course not a one way process and children need to see adults in school as models of outstanding behaviour. We make a positive effort to find something to praise as this will raise children's self-esteem and encourage good behaviour. Members of the school community should work together to maintain good inter-personal relationships. Parents, guardians, visitors, governors, teachers and children must treat each other with a level of mutual respect: a lack of respect for other will not be tolerated as it undermines the aims of our policy.

### Special Educational Needs

In managing behaviour, the school has regard to the Code of Practice for children with special educational needs (SEN) and strives to ensure that children's special needs are identified and met, with the support of outside agencies and the use of individual programmes as appropriate to support the child as well as the people that they interact with.

## **Anti-Bullying Policy and Practice**

- All pupils have the right to feel happy and safe.
- All complaints of bullying, even if they appear frivolous, are treated seriously, and acted upon using the practice outlined in this policy.
- Specifically, any child or parent concerned about possible bullying should in the first instance communicate their concern to the class teacher.
- If the matter directly concerns the class teacher, then the matter should be communicated to the headteacher.
- If the parent or child is unhappy about the way in which a complaint is being processed, an appeal can be made directly to the Chair of Governors.
- Records are kept of all incidents.
- Pupils' awareness of issues related to bullying is raised through the curriculum and in assemblies.
- Staff provide good role models for pupils in their everyday work with colleagues and pupils.

## **Positive behaviour management: the key principles**

- Emphasise positive behaviour.
- Comment on the behaviour rather than the child.
- Use assertive statements – requirements are made clear.
- Make children aware of the consequences if they make a bad choice.
- Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good practice of behaviour and discipline within the school.
- Since children within the framework of the school spend much time within the classroom it is essential lessons are well-organised and engaging to secure good standards of behaviour.

## **Responsibilities**

Children should:

- Look after our school and everyone in it.
- Work and play well together.
- Always try to do their best.

Teachers should:

- Treat all children fairly and with respect.
- Act to raise children's self-esteem and encourage them to reach their full potential.
- Create a safe and pleasant environment, physically and emotionally.
- Be a good role model.
- Use rules and sanctions clearly and consistently.
- Recognise that each child is an individual and be aware of their needs.
- Ensure teaching and learning remain purposeful by not tolerating disruption, even when this is low-level.

Parents should:

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does at school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations.

## **Rewards and sanctions at Chadlington Primary School**

### **Rewards**

- Reward points: Children are given points to reward good behaviour. The points that they earn are pooled together using Class Charts (<https://www.classcharts.com>) and when a given total is reached they can be used to redeem shared treats, e.g. a pizza lunch, gingerbread house challenge, arts & craft afternoon, sporting event or picnic at the park. This system is used for both face-to-face and remote teaching and learning.
- Star learner assemblies: At the end of each topic a celebration assembly is held to mark special achievements. Parents are informed that their child is a star learner and are invited to attend.

## **Sanctions**

Whilst we always seek to acknowledge and reward positive behaviour, it is also necessary to make boundaries of acceptable behaviour clear in order to achieve the aims of this policy and to ensure everyone's safety.

### **Prevention of unacceptable behaviour**

- We aim to ensure that lessons are well-planned, differentiated and engaging.
- Systems and behaviour expectation are made clear in class, around the school and at playtime, through the Chadlington Code of Conduct.
- Full use is made of the Chadlington Code of Conduct.
- Due consideration is given to the grouping of pupils and seating arrangements.
- The needs and flash points of identified pupils are known to all staff and to supply teachers.
- Plenty of opportunities are given for pupils to succeed and to share success.
- Opportunities are given for pupils to take on responsibilities in the classroom and in the school, and to have their say through the School Parliament.
- Members of staff take time to get to know pupils individually.
- Pupils are encouraged to tell adults of concerns.

### **Potentially difficult situations are managed through techniques such as:**

- Careful prediction and scanning of the environment.
- Subtle intervention and prevention through measures which settle, separate and support.
- Ignoring the attention seeking behaviour of an individual, when this is deemed to be appropriate.
- Identifying and praising children responding well to the learning environment.
- Stopping the class, groups or individuals to remind them of expectations.
- Setting time limits for tidying up, getting ready, and completing activities.
- Proportionately using safe-handling techniques when necessary.

### **Whole school strategy on consequences for inappropriate behaviour**

#### **Repair Time**

- The purpose of repair time is to make up learning time lost, due to low-level inappropriate behaviour and 'time out', and to complete any unfinished work.
- It is used at the discretion of teachers.
- Repair time is paid back at break and lunchtimes.

If inappropriate behaviour continues in spite of the above strategies the following procedure is followed:

#### **1. A warning is given**

Use language of choice, reminding children of expected behaviour and outcomes.

If compliant, use reward system.

If refusing....

#### **2. Time out in class**

Remind child of their choices, to behave appropriately or to have time out in class, which must be paid back in repair time. Give time out in class. If compliant, use reward system.

If refusing....

#### **4. Time out in another class**

Remind child of their choices, to behave appropriately or to be sent to another class. Send to another class. Inform the Headteacher of this action and at the end of the day inform the child's parents. If compliant, use reward system.

If refusing....

#### **5. Refer to the Headteacher**

Send the child to the headteacher, or send somebody to fetch the headteacher.

### **Lunchtimes and break times**

Follow the same strategy, but at point 2 the child is with the duty member of staff; at point 3 the Class Teacher is informed and 'time out' is taken outside the staff room; at point 4 the child is referred to the Headteacher and there is no point 5.

### **Exclusion**

- Serious incidents or cases of persistent poor behaviour that is disruptive to the learning of others will lead to exclusion, initially for a fixed term, if appropriate.
- The school follows the county guidelines and procedures.

**Follow up and recording**

- A behaviour incident referral form is completed through the Safeguard My School online system (<https://www.safeguardmyschool.co.uk/>) for all serious incidents and all incidents where the involvement of a second member of staff is required. The Headteacher is informed.
- Reported behaviour incidents are monitored and followed up by the DSLs and/or Headteacher as appropriate and parents/guardians informed.

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