

Chapmanslade

Church of England Voluntary Aided Primary School

Behaviour Policy

Rationale

As a School, we recognise that children sometimes test the boundaries of what will and will not be accepted by the adults around them. We believe that this is healthy, normal developmental behaviour in curious, independent-minded children. However, we believe that all members of the Chapmanslade School community has the right to be able to realise his/her full potential in a calm, safe and respectful environment. As a Christian School, we believe that every day is a fresh start, and that we can all change for the better as we learn. This policy is designed to support all staff in promoting the welfare of pupils through the consistent management of behaviour using agreed procedures, rewards and sanctions.

Our School behaviour policy recognises attitudes to learning as a distinct area of behaviour. We are proud that children who join our school aged four, grow and develop into self-disciplined young people, ready for the next stage of their education.

Aims

This policy has been written so that all of our community – members of staff, parents, carers, pupils, and governors – can work together to maintain good behaviour, attitudes and standards of work.

Good behaviour is essential if effective teaching and learning are to take place.

Ethos

We want everyone to:

- Be involved in learning;
- Aim for achievement at their highest possible level;
- Experience and celebrate success;
- Learn from their mistakes;
- Build relationships based on respect;
- Have academic self-esteem.

This means that everyone has a responsibility to ensure that:

- Learning is the priority;
- They show respect, courtesy and consideration towards all members of the school community;
- They are honest and co-operative with others;
- They follow the rules and procedures of the school;
- They show respect for the local community and promote a positive image of the school.

Aims for Behaviour

All staff and pupils are expected to live out Christian Values (generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service, truthfulness) in their own behaviour and in the way they treat others.

Our aim is:

- To teach children to think about their behaviour and to learn self-control;
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence;
- To teach children politely and fairly so that they learn to be polite and fair;
- To teach children to respect difference;
- To praise and reward good work, behaviour and attitudes;
- To instil an intrinsic sense of pride in doing the right thing

Rights, Responsibilities, Rules, Routines

We have **rights**:

- Pupils- have a right to be heard, a right to learn and a right to be safe;
- Teachers/Staff – have a right to teach in a friendly, safe and satisfying school that is supported by the school community;
- Parents/Carers – have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

We have **responsibilities**:

- To be concerned about ourselves, other pupils, parents, carers, teachers, our belongings, our school and equipment;
- To help and encourage others;
- To try our best;
- To be on time;
- To be honest and fair;
- To be polite;
- To show respect for others;
- To be understanding of others.

We **all** have to follow the **rules**:

- Ready
- Respectful
- Safe

We have **routines** for encouraging good behaviour and **consequences** for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school. We will do this by:

- **Providing high quality first teaching;**
- Marking work regularly and giving feedback to help pupils make progress;
- Giving rewards, including positive praise;
- Having clear and consistent expectations;
- Ensuring a pleasant, safe and stimulating learning environment;
- Having high standards and high expectations;

- Noticing and remarking on the children who always work hard and follow the rules;
- Encouraging positive relationships.

We apply the same standards of behaviour to all School-organised activities such as sporting fixtures or class trips.

Encouraging Positive Behaviour

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise.

In addition to regular teacher praise we have other strategies:

- Every classroom has a recognition board where children are recognised for showing desired behaviours;
- When appropriate, teachers will send children with their **work of high quality**, or work which shows significant steps for that child, to the Head Teacher's office for praise and a sticker from the Head Teacher;
- One child from each class will be selected for a **certificate** each at the Friday celebration assembly; this can be for academic work or behaviour;
- Teachers and Teaching Assistants may choose to ask children to show their **good work** to other members of staff;
- Teachers may reward pupils by asking them to take on **special jobs** or responsibilities within the classroom;
- Teachers may choose to give out **stickers** to children in their own classes for specified reasons. Teachers must be clear about the message given by the award of a sticker;
- Teachers may contact parents on the gate or by phone to share praise for a pupil;
- **All members of staff** will show an interest when they see children wearing a special sticker.

Class rewards:

- If every member of the class is on the recognition board then they may be rewarded with an additional 5 minutes playtime, extra time on the play equipment, a short 'golden time' etc.

Sanctions

For those children who occasionally find it hard to behave or who consistently challenge our rules, we will offer a framework of support for them. These may include:

- A restorative conversation with the class teacher during playtime or lunchtime;
- A restorative conversation with a member of the Senior Leadership Team during playtime or lunchtime;
- Access to ELSA, or a therapeutic approach;
- 'Withdrawn Time' in a different classroom to focus on their learning or reflect on their behaviour choices;
- Internal exclusion for significantly challenging the school rules.

See our 'behaviour approach' for more detail of our rewards and consequences.

In extreme cases the Head Teacher and Teacher may decide to hold a Behaviour Strategy Meeting. This meeting will include all relevant stakeholders including Parents, the Class Teacher, the SENCO (if appropriate) and any relevant external agencies e.g. behavior support, social services.

These meetings will be formal and will include:

- Discussion of behaviour incidents and concerns which have led to the meeting being held;
- Parental views about behaviour in school and at home;
- Identification of inclusion/intervention strategies which are in place;
- Identification of external agencies who should be contacted for support i.e. behaviour support;
- Identification of further sanctions which will be imposed if behaviour does not improve i.e. exclusion, reduced timetable.

In cases of extremely poor behaviour or if there are no responses to all our previous strategies, children will be excluded from school for a fixed term or permanently. Wiltshire Council procedures will be followed in all cases of exclusion.

All exclusions are serious and we shall work hard to avoid them; principally by home and school working together.

Fighting and Inappropriate Physical Responses

It is NOT safe or respectful to fight. Fighting is not allowed in school.

- We do not allow play fighting as this can lead to real fights and watching a fight is not alright; it makes things worse.
- Children must not hit back;
- Hitting someone because they accidentally knock you is not appropriate;
- It is important to tell a member of staff if there has been a fight.

We have these rules for the following reasons:

- We want children to learn to speak up for themselves, to learn how to explain and reason and to understand the consequences of their behaviour;
- We are committed to showing children that there are other ways of resolving arguments and that they must learn to get things in proportion;
- We want to prevent accidental knocks and petty incidents from becoming major incidents, which can take up valuable teaching time and cause a lot of upset;
- We want children and parents to report conflict to the staff so that matters can be dealt with fairly, as soon as possible, and with the children involved.

If a pupil is involved in a physical incident, the Head Teacher may ask the member of staff dealing with the matter to complete a written record of the circumstances. Pupils may, where appropriate, also be asked to complete a written account. Any incidents of physical violence will be followed up with a restorative conversation either with the class teacher or Head Teacher. Incidents of repeated play fighting or aggressive behaviour are dealt with by the Head Teacher and may result in internal exclusion or, in rare cases, a fixed term exclusion.

Where found to be deliberate and malicious in intent, will be treated as a serious breach of our school rules, as will offensive language and bullying of any kind (see the School's Anti-Bullying and Child Protection policies for a definition of 'bullying' and its various forms).

Violence, aggression and verbal abuse (including shouting, posturing, gestures, insults and innuendo) towards any member of staff is unacceptable. All incidents of violence and aggression towards staff will be reported to the local authority in line with advice from the Health and Safety Executive.

Completion of Learning

If a child has not completed work during a lesson a teacher may decide to reduce their playtime or lunchtime in order to finish. This decision may reflect poor presentation and the need to rewrite or a lack of productivity during a lesson. It is the class teacher's responsibility to supervise pupils who need to complete work.

Where appropriate a child may be directed to take work home to complete. In this case the instructions/resources must be provided to allow pupils to complete/rewrite a piece of work. The deadline for completion and the return of work must be explicit. If work is not returned further intervention/sanction may be required.

Monitoring Behaviour

The Head Teacher has a role in monitoring the Bullying/Race Incident/Homophobic/Disrespect and Abuse Logs. We use MyConcern to record and monitor incidents such as these. We will also monitor to identify vulnerable children who may appear. Senior Leaders will monitor to identify any patterns of behaviour and/or names of pupils re-appearing. The Head Teacher will monitor consistency of approach by staff and will follow up individual cases as required.

Children with Particular Needs

Some children have specific needs and may behave differently to their peers. We treat children as individuals and special arrangements and additional support may be provided. Our SENCO will advise teachers where special approaches or strategies are required.

Information is provided for supply and PPA teachers in the form of a 'Support Profile' which can be found within blue folders in each classroom. This includes details on how to support the individual child.

Chapmanslade School acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs or disabilities.

Racism, Homophobic and Transphobic Incidents

We value and celebrate diversity. Incidents of racism or incidents of the use of homophobic or transphobic language are never acceptable at our school. We maintain a log of these incidents so that we can follow things up, speak to everyone involved and work to reduce future incidents.

We will also record incidents where pupils have been disrespectful about minority groups not covered in the Racism or Homophobic logs. These include children being disrespectful about special needs and matters which cause upset to children, such as weight issues.

Power to use reasonable force or make physical contact

All members of teaching staff have been trained in Team Teach (Level One) which promotes de-escalation. Restrictive physical intervention should be limited to emergency situations and only used in the last resort. Restrictive physical intervention is the *positive application of force with the intention of protecting the child from harming himself/herself or others or seriously damaging property.*

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated;
- Restrictive physical intervention may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour.;
- Pupils at imminent risk of harming themselves or others through physical outbursts may be physically restrained;
- In order to prevent a pupil from attacking a member of staff or another pupil;
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Members of staff should never:

- Act in temper;
- Involve other pupils in the restrictive physical intervention;
- Touch or hold the pupil in sexual areas;
- Twist or force limbs back against a joint;
- Bend fingers or pull hair;
- Hold the pupil in a way that will restrict blood flow or breathing;
- Slap, punch, kick or trip the pupil.

All incidents of physical restraint will be recorded using the pro-forma provided by Wiltshire Council. All incidents will be reported to the Head Teacher and Chair of Governors.

Confiscation of Inappropriate Items

The general power to discipline children in school extends to removing unsuitable or banned items from pupils including, but not limited to, mobile phones, toys, games and collectors' cards. Items that are banned from school, but are being used by pupils, will be confiscated and retained by the teacher for an appropriate length of time, usually until the end of the school day when items will be returned with a warning that they should not be brought into school again. With very young children, the item will be returned to the parent with a request for such items to be kept at home. The law says that no member of staff will be held liable for loss of or damage to confiscated items. However, all staff will endeavour to keep confiscated items in a safe and appropriate place. Repeat offenders will be sent to the Head Teacher who may confiscate items for a longer period of time and apply an additional proportionate punishment.

If a member of staff suspects that a child (or member of staff, visitor or volunteer) may have prohibited items (e.g. guns, knives, fireworks, alcohol, cigarettes, illegal drugs, pornography) on them or in a bag, they will immediately inform the Head Teacher who will carry out a search accompanied by at least one other adult. The Head Teacher has the power to search without consent in these circumstances. If a prohibited item is found, the Head Teacher will follow the appropriate statutory guidance for disposal of that item, including handing items to the police.

Pupil Conduct Outside the School Gates

Pupils wearing Chapmanslade School uniform in public, and travelling to and from school, are ambassadors for the School and should conduct themselves in the same way that they would in school.

The DfE's advice on behaviour and discipline in schools explains that staff may discipline pupils for misbehaviour when a pupil is:

- Taking part in any school-organised or school-related activity off site;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Pupils may also be punished, whether or not the above conditions apply, if the pupil's behaviour:

- 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.

If a member of the public or a member of staff witnesses or suspects bad behaviour, including bullying, that falls short of criminal behaviour, and reports it to the Head Teacher, the Head Teacher will investigate thoroughly, notify parents if necessary, and apply the steps of the discipline procedure in an appropriate and proportionate way. If a member of the public or a member of staff witnesses or suspects bad behaviour, including bullying, that meets the definition of criminal behaviour, and reports it to the Head Teacher, the Head Teacher will inform the police immediately.

Monitoring and Evaluation

The Head Teacher monitors the effectiveness of this policy and reports to the governing body on its effectiveness, making recommendations for further improvements to the policy if necessary.

It is the responsibility of the governing body to support the Head Teacher in the implementation of this policy; to monitor fixed term exclusions; and to ensure that the policy is administered fairly and consistently.

Staff will be surveyed on their opinion of the effectiveness and ease of implementation of the policy at least once per academic year.

Review

This policy must be published on the school website and must be publicised to staff, parents and pupils at least once a year. It will be reviewed no later than every two years.

Further Reading

Behaviour and discipline in schools: advice for head teachers and staff (2014). Department for Education, Reference Number DFE-00023-2014 at www.education.gov.uk

Behaviour and discipline in schools: guidance for governing bodies (2012). Department for Education at www.education.gov.uk

When The Adults Change Everything Changes, Seismic Shifts in School Behaviour (2017), Paul Dix

Policy Links

This policy should be read in conjunction with the Chapmanslade Behaviour Approaches document, the Chapmanslade School Anti-Bullying Policy and the Chapmanslade School Safeguarding Policy.

Chapmanslade School follows the recommended guidance from Wiltshire LA on fixed term exclusions, malicious accusations against school staff and violence and aggression in schools.

Chapmanslade School follows the recommendations set out in *Dealing with Allegations of Abuse against Teachers and Other Staff* guidance in relation to pastoral support for school staff accused of misusing their powers.

Approved: September 2022

Reviewed September 2023

Next Review: September 2024