



CHALKHILL PRIMARY SCHOOL GOOD BEHAVIOUR POLICY

Introduction

At Chalkhill Primary School we seek to create and provide an environment in which effective teaching and learning can take place. We have high expectations for our children in both their learning and their behaviour. We work to create a positive learning environment within the school, that ensures that our approach to behaviour management and discipline is consistent, and understood by all the staff, pupils and parents. Positive behaviour is promoted through our Personal, Social, and Health Education (PSHE) curriculum. At Chalkhill we believe that discipline includes self-control and reflection. We do this by encouraging children to reflect on experiences, understanding the impact of behaviour on others and the wider community, and the know how to express concerns.

It is our aim that every child should:

- experience school as a happy, safe and secure environment where they are encouraged to develop physically, morally, spiritually and emotionally
- develop positive self-images and show respect for themselves, for others and for the environment
- have high expectations of their own behaviour
- develop increasing independence and self-discipline so that they accept responsibility for his/her own behaviour
- become self-motivated, confident, independent learners who fulfil their potential
- experience positive links between the school, home and wider community
- develop tolerance and understanding of their own and other people's culture, beliefs and customs and learn to value diversity

We aim to:

- foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- have a consistent approach to behaviour throughout the school
- Ensure that children are safe and that they know the boundaries of acceptable behaviour.
- prevent bullying (hurtful behaviour repeated over a period of time) in all forms including physical, verbal, social and online bullying
- encourage the involvement of both home and school in the implementation of this policy

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed

STAFF RESPONSIBILITIES

- treat all children fairly and with respect

- raise children's self-esteem and develop their full potential
- provide a challenging, interesting and relevant curriculum
- recognise that each child is an individual and be aware of their special needs: make adjustments to learning programmes to provide personalised learning
- liaise with the inclusion team and external agencies, as necessary, to support and guide the development of each child
- create a safe, welcoming environment both physically and emotionally
- set out and use rules and sanctions clearly and consistently
- be a good role model
- form good relationships with parents so that all children can see that home and school are working together
- provide opportunities for children to take responsibility both within the classroom and through general school duties
- develop a Classroom Charter with children at the beginning of the school year, so that children know how they are expected to behave
- encourage children to take care of their own property, their school, and the property of others
- praise good behaviour both privately and publicly

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors.

The Headteacher:

- **ensures health, safety and welfare within the school**
- **keeps records of all reported serious incidents**
- **has the responsibility for giving fixed-term exclusions to individual children for serious inappropriate behaviour**
- **may also permanently exclude a child**

The role of Governors

- **The governing body has the responsibility of monitoring standards of discipline and behaviour, and of reviewing their effectiveness.**

Searching

The DfE has published 'Screening, Searching and Confiscation' guidance (2011) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

Pupil Responsibilities:

- to take responsibility for their behaviour
- to be helpful and polite to all members of the school community
- to work and play co-operatively showing respect for each other's work, views, belief and ideas
- to try their best in all activities and to take pride in their work
- to keep the school rules
- to speak to an adult if they have a problem or when things go wrong
- to say sorry and suggest ways of making amends

- to accept a consequence/sanction if they have done something wrong
- to move around the school in a sensible and safe manner and show care for the school environment

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their children's learning, and to co-operate with the school, giving full support to the school's policies and guidelines for behaviour. We inform parents immediately if we have concerns about their children's welfare or behaviour.

The school expects parents to provide a good example to children in the way that they conduct themselves in school and to deal with any problems or conflicts in a calm manner.

We expect parents to demonstrate they value education and respect the work of the school by ensuring that their children attend and do not take holidays during term time.

STRATEGIES

Rewards:

The staff should recognise that positive encouragement promotes good behaviour in pupils and helps to raise their self-esteem.

We praise and reward children for good behaviour in a variety of ways:

- each week we nominate a child from each class to be 'star of the week'
- each 'star of the week' receives a certificate in the school assembly
- we distribute rewards through house points, class dojo points and stickers to children either for consistent good work or behaviour or to acknowledge outstanding effort or acts of kindness in school
- all classes have an opportunity to celebrate achievements
- adults give descriptive/specific praise
- the attendance trophy is awarded to the class who has the best attendance in any week
- House points. House points will be collected on a weekly basis and the winning team will be announced in assembly. Each term the winning House will receive a reward e.g. an extra 15 minutes of playtime, or a film in the hall, afternoon tea, picnic in the park

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are recognised in whole school assemblies for their achievements obtained out of school.

Consequences:

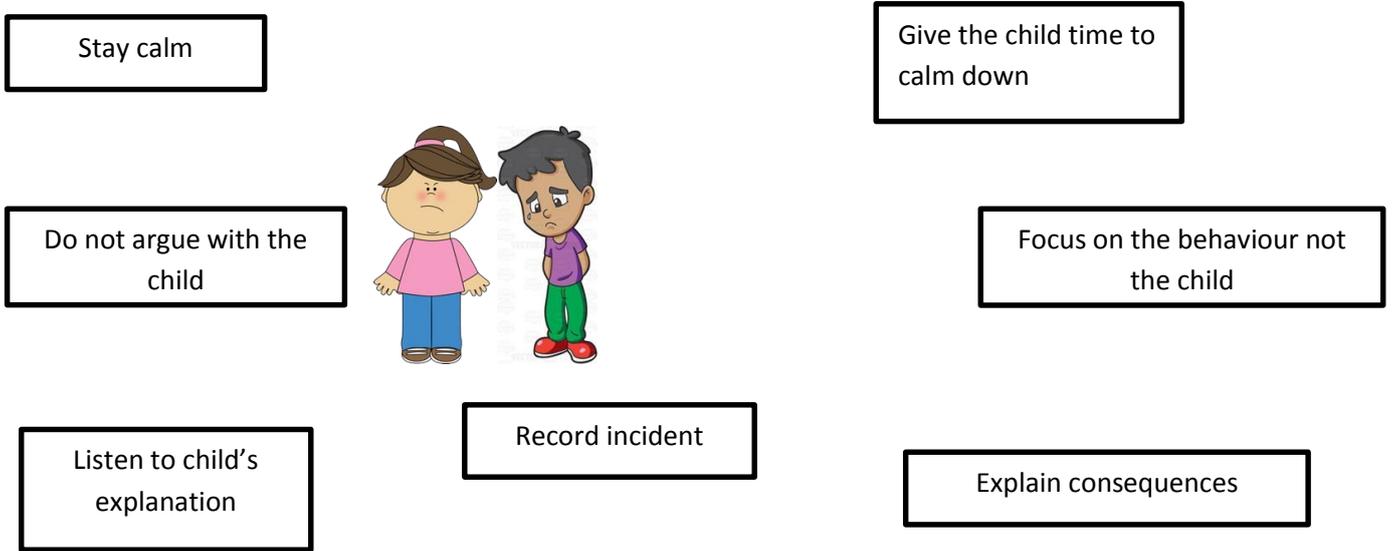
Golden Rules

- we are gentle
- we are kind and helpful
- we listen
- we are honest
- we work hard
- we look after property

The school employs a number of consequences to enforce the Golden Rules and to ensure a safe and positive learning environment.

- We expect children to try their best in all activities.
- We use a behaviour traffic light system to monitor the behaviour and apply consequences appropriate to individual situations.
- We follow an escalation procedure unless a major misdemeanour takes place.

Behaviour Escalation Strategy



Disruptive Behaviour

Low level	➡	2 verbal warnings
Behaviour continues	➡	Move child's name onto yellow traffic light Record on Class Dojo
Behaviour continues	➡	Time out in class to reflect on behaviour (length of time depends on child's age)
Behaviour continues in same lesson	➡	Move child's name to red traffic light Child is sent to parallel class teacher Incident to be recorded in class incident book
If the behaviour becomes more serious	➡	Child is sent to the phase leader, an assistant head or a deputy head. Incident to be recorded in class incident book Child has a 'Behaviour Chart' (daily monitoring by class teacher & senior leader) Parents informed

Lunchtime Consequences

Not following playground rules	➡	Child is reminded of the Golden Rules and given time to reflect and make the right choice.
If they persist with the unacceptable behaviour	➡	Child will be given two warnings
If the behaviour continues to be unacceptable	➡	Child will be sent inside to one of the Deputy or Assistant Heads
For any serious incident	➡	Fighting, being confrontational, destroying school property refusing to follow adult instructions, using unacceptable language, making racist, homophobic, sexist remarks

		<p>The parents of the child will be informed by telephone and the incident will be logged in the behaviour book</p> <p>The child will miss playtime/lunchtime to reflect on behaviour choices</p> <p>The child may be asked to carry out 'Community Service' (helping in the dinner hall, supporting EYFS in the playground)</p>
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Serious incidents

<p>Fighting, using unacceptable language, being confrontational, destroying school property</p>		<p>Child's name moved straight to red traffic light.</p> <p>Senior member of staff informed</p> <p>Incident recorded in class incident book</p> <p>Parents informed</p> <p>An internal exclusion where the child completes their work in another year group</p>
<p>Racist, homophobic, sexist remarks</p> <p>Online behaviour – inappropriate texts, messages on social media</p>		<p>Child's name moved straight to red traffic light.</p> <p>Senior member of staff informed</p> <p>Incident recorded in class incident book</p> <p>Prejudicial incident report form completed</p> <p>Parents informed and invited to meeting with senior leader</p> <p>If a child uses a mobile phone in school, it will be confiscated</p>

The child should complete 'Behaviour Reflection' sheet if the behaviour warrants them missing playtime or lunchtime.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that everyone feels safe and secure at school.

If a child threatens, hurts or bullies another pupil, a member of staff records the incident in the Incident Book and this is reported to the head teacher.

Parents will be contacted and an appointment arranged to discuss the situation.

The purpose of a consequence /sanction is to:

- Help children learn that consequences follow actions.
- Deter the children from misbehaving again.
- Deter other children from misbehaving.
- Show that school has rules.

The use of consequences/sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Internal exclusion

Internal exclusion is used occasionally within the school to accommodate a child who has been removed from his/her classroom for persistent unacceptable behaviour. The child will spend time in another classroom where they

will complete work set by their class teacher. The child will also be given time to reflect on the reasons for their internal exclusion.

Parents will be informed.

Fixed Term and permanent exclusions

- **Only the head teacher has the power to exclude a pupil from school.**
- **The Headteacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.**
- **Where a pupil is given a fixed period exclusion of duration of six school days or longer, the school has a duty to arrange suitable full time educational provision from and including the sixth school day of exclusion.**
- **If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, make representations to the governing body. The school informs the parents how to make a representation**
- **The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.**
- **The governing body has a discipline committee which is made up of three or five members. This committee considers any representation on behalf of the governors.**
- **When members of a discipline committee meet to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.**
- **If the governors' discipline committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.**

MONITORING, EVALUATION AND REVIEW

This policy should be read in conjunction with the Safeguarding Policy and Anti-bullying Policy.

The school will review this policy every three years

Review Date: Autumn 2018

Next Review Date: Autumn 2020