

## **St Chad's Patchway CE VC Primary School**

### **Behaviour policy**

*'Learning to love, loving to learn'*

#### **Rationale**

We aim for children to leave St Chad's being able to function successfully within the world they live and will live in as they grow. To enable them to do so, we support them to understand the way we all fit together and how actions (be them negative or positive) impact them directly and those that are around them.

We aim, through our vision 'Learning to love, loving to learn' and Christian values, to move children past 'acting' a certain way and into being people who are proud to be themselves, are supportive of others and are confident in knowing the positive effect they can have on the world.

<https://www.stchadsprimaryschool.co.uk/vision-and-values/>

Good pupil behaviour and personal discipline creates a foundation for effective teaching and learning. Children's personal, social and emotional development and individual needs are valued and taken into consideration in order to promote high self-esteem and a self-disciplined approach to all aspects of school life. The children should understand that their behaviour is a direct consequence of the decisions they make in order to be prepared for later life. St Chad's Patchway CE VC Primary School has high expectations of behaviour both in and out of school. The school expects:

- all children to show respect and courtesy towards each other, staff and other adults,
- parents to encourage their children to show that respect and support the school's authority to discipline their children,
- all staff and adults in school to follow all appropriate guidelines and develop an ethos of good behaviour.

#### **Aims**

St Chad's strives to develop the ability in children to:

- consider what is right and wrong, and why,
- consider the consequences of their words and actions for themselves and others,
- foster an understanding of their own rights and entitlements,
- foster a respect for the rights and entitlements of others,
- develop a caring ethos within the school,
- raise self-esteem, through promoting positive attitudes towards themselves, and
- develop self-discipline and tolerance which enables children to behave appropriately in all eventualities.

To achieve this St Chad's provides:

- a clearly defined, whole school, 'behaviour code',
- a safe environment where all children feel secure, free from threatening language and behaviour.

The school's behaviour management policy is characterised by:

- Clearly communicated expectations (Behaviour code, rewards and sanctions),
- The presence of positive role models,
- Positive reinforcement of good behaviour,
- A shared commitment to school vision and values – see appendix,
- A consistent approach by all members of the team,
- Strong parent partnership,
- Effective liaison with external agencies, where required,
- A recognition of individual needs within the boundaries of safety of themselves and others.

## Principles of practice

- All children will adhere to the school's Behaviour Code of which the whole school community will be aware,
- A clearly defined system of rewards and sanctions will support the Behaviour Code,
- The partnership between child, parent and school in all these matters, will be encouraged through regular communication, including the home school agreement,
- Each class will negotiate their own set of class rules/ a class charter annually linked to whole school expectations, this negotiation is part of the class taking ownership (to be clearly displayed)
- Through a variety of experiences (I.C.A., R.E., P.S.H.E., personal incidents, circle time and school and class councils, collective worship etc) the children will be taught to appreciate and understand the rights and entitlements of all in addition to the effect they have on the environment and the people around them,
- Sufficient time will be given to resolve bullying through counselling and consultation, involving all parties concerned.
- Staff will all demonstrate the behaviours expected in children: respect, tolerance, empathy, understanding, concern for others and the desire to make the school a better place for everyone.
- Behaviour will be taught explicitly in the ways described above and implicitly with every action the staff take and the children are encouraged to take.

## Guidelines

In practice:

- The whole school Behaviour Code (Appendix 1) is communicated to the children early on in term one,
- Teachers may negotiate a set of age appropriate class rules/ a charter, based on the Behaviour Code.
- Adherence to the Behaviour Code is celebrated in each class with certificates, individual rewards, praise, note home to parents, public recognition etc.
- Praise and encouragement is given to the children to reinforce good behaviour. All adults in school seek opportunities to positively reinforce good behaviour.
- Misbehaviour is tracked within the class, and by the SLT through the use of a Behaviour Tracking System (CPOMS), where actions are recorded. This is used to monitor the type and frequency of events. Based on this, additional action and intervention can be triggered and will be looked at on a case by case basis.
- If children do not adhere to the Behaviour Code the following sanctions apply which change slightly as the children move through the school or may be adapted to meet individual children's specific needs, but follow the same basic principle:

We use a dual dovetailed system of reward within school, which allows us to be age appropriate. All children start the day in a neutral position and may progress to the happy side and / or gain dojo points, and or to the sad side and / or lose dojo points, depending on their actions.

Depending on the severity of the child's misbehaviour the teacher will use their judgement on the following sanctions: missing breaktime, having time out within classroom or another class, being sent to a Senior Leader, etc. This is explained more clearly in Appendix 2 and 3.

- If children misbehave at lunchtime or playtimes the above actions are still followed. Work is undertaken each year to align expectations between the individual staff members to create a homogeneous system. See appendix 2 and 3.
- These sanctions are clearly understood by each class and agreed by the children prior to implementation.
- Parents are made aware of expectations of behaviour through this document, through the website, newsletters and parent-teacher meetings.
- Parents are informed at the earliest possible opportunity if the class teacher is concerned about a child's behaviour (where this behaviour falls outside of the expected day to day classroom / school management), equally, parents are informed when progress and positives occur above and beyond predicted progress.

- Advice is sought should a child's behaviour continue to cause concern. Parents and school staff are required to work in close partnership with external agencies to implement and monitor the effectiveness of recommended strategies, details of which are confidential to the appropriate parties.
- All staff consider the effective management of behaviour, both in staff meetings and through professional development opportunities.
- Where instances of inappropriate behaviour outside of school premises are reported to school staff they will be addressed.

In exceptional circumstances when all other measures have been tried or when a child assaults another or puts the safety of themselves, other children and staff at risk then a fixed term or ultimately a permanent exclusion may be applied. Exclusion is a last resort and the school will in all instances seek advice from outside agencies and follow the DfE (Department for Education) exclusion guidance.

### **Use of reasonable force**

The school and governing body complies with Use of Reasonable Force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Key points:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force.
- The senior management team will support their staff when they use this power.

All school staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

At this school reasonable force may be used in the following circumstances:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a child leaving the classroom where allowing the children to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- To restrain a child at risk of harming themselves through physical outbursts.

The use of any kind of physical intervention is a last resort and will only be used when the practitioner makes the decision that it is entirely necessary. Staff are asked to read the DfE guidance as part of their induction <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> or at a subsequent point if they joined the school before its publication.

### **Behaviour Tracking System**

As stated above, all class teachers keep records of any ongoing behaviour concerns on CPOMS above that which one would expect within a primary school setting.

As described in the guidelines section, a close working relationship is key and if a class teacher has concerns about a child's behaviour they will make every effort to start a proactive dialogue with parent/s / carers. The same is true if a teacher is especially pleased with a child's behaviour or actions. It is expected that if a teacher is keeping any notes on behaviour, that parent/s / carers have been involved and are aware of the teacher's concerns.

Any member of staff that decides a child's behaviour is serious enough to be taken to a Senior Leader, must make an accurate record of the events as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location and this must include any further investigations they have undertaken and what action if any has been taken so far. All records must be uploaded to

CPOMS (alerting the Headteacher if it is not the Headteacher that the child has been sent to). The Senior Leader will then follow the actions as set out later in this document to satisfactorily conclude the events.

Once a child has been sent to a senior leader, this is deemed a serious behaviour incident and will be recorded as such. The Senior Leader will make notes on the events and outcomes and this will be recorded on CPOMS to ensure that behaviour (and other areas of concern) are tracked through school and beyond.

Staff will be made aware of any CP / safeguarding / behaviour or other concerns as part of their induction and hand up.

The school has a legal duty to make reasonable adjustments for disabled children and children with SEN.

This policy is to be read in conjunction with the school's anti-bullying policy, Inclusion policy, Single Equality policy and Safeguarding policy/Child Protection policy.

Reviewed: September 2021

To be reviewed: September 2022

Appendix 1  
Behaviour code

- Be ready
- Be respectful
- Be safe

General, early stages		
Praise for positives, reminding of the rules, speaking quietly, pointing out of other child's behaviour, refocusing, use of eye contact, specific gentle warning etc.	For low level distractions / disruption. If action fails to change behaviour, move to pre stage one.	No loss of privileges / golden time.
Pre stage one		
Clear verbal warning.  This stage is a warning.	<p>Make clear:</p> <ul style="list-style-type: none"> <li>The unacceptable behaviour and the school rule it breaks,</li> <li>The choice the child has at this point (change behaviour or choose the next most appropriate consequence)</li> <li>What behaviour you want to see and what will happen next time should the behaviour not change (next stage)</li> </ul> <p>Record the child's name on the sad side or put a dot next to a pre written name.                  Where possible, warnings should be given to a child with regard to their privacy and feelings, i.e. no overly public 'telling off'.                  To be noted in the behaviour book.</p>	No loss of privileges / golden time.
Stage One		
(one cross or withdrawal of one dojo point)	<p>As in stage one.</p> <p>Depending on the behaviour and where it is occurring, move to another seat or space in the room, at play times, this will mean the pupil standing with one of the adults on duty for a period of time. The time should be left to professional judgement. The appropriate adults (class teacher) will be informed to follow up with behaviour discussions in class settings.</p>	5 minutes of golden time to be lost or some break time lost.
Stage Two		
(two crosses or withdrawal of two dojo points)	<p>As in stage one and two.</p> <p>The child will be given time to work on their own. This will lead also to a loss of break time, often to complete work or to continue with work. At play and lunch time they will spend that time either with the adult on duty, or be sent in for that length of time and the appropriate adults (class teacher) will be informed to follow up with behaviour discussions in class settings.                  This may be a stage that a teacher may wish to keep class notes.</p>	5 minutes of golden time to be lost. A period of break to be lost. Thought to be given to the child's wellbeing, e.g. toilet, drinks etc.
Stage Three		
(three crosses or withdrawal of three dojo points)	<p>As in previous stages.</p> <p>Child to be sent to another class for a fixed period of time, with work.                  On child's return, make sure they know the behaviour they exhibited and why it was not correct and what behaviour they need to now display to avoid moving to any further stages.</p> <p>If on play or lunchtimes, the child will be sent in to miss the playtimes and the appropriate adults (class teacher) will be informed to follow up with behaviour discussions in class settings.</p> <p>It is advised that the class teacher keeps notes at this point.</p>	10 minutes or more of golden time to be lost. This is to be up to the discretion of the professional. A larger period of time to be lost at break time, this will often be to complete work. Thought to be given to the child's wellbeing, e.g. toilet, drinks etc.
Stage Four		
(four crosses or withdrawal of four dojo points)	<p>As in previous stages.</p> <p>Sent to the Headteacher or other Senior Leader. The Senior Leader will make a record of the actions and chart the behaviour of the child. Time will be spent discussing actions and consequences and ensuring the child understands why they have got to this stage, the choices they did make and the choices in future they need to make.</p> <p>Teachers will inform parents of this action at the discretion of the class teacher, case dependant.</p> <p>The Senior Leader will make notes regarding the incident, investigation, sanctions and outcome.</p>	Due to the severity of the nature of this stage, large amounts of break times, or multiple break times will be lost. Up to the discretion of the profession. Thought to be given to the child's wellbeing, eg toilet, drinks etc.
Stage Five (Five crosses)		
(five crosses or withdrawal of five dojo points)	<p>As in previous stages.</p> <p>Parents will be called to school at this point and will meet with the Senior Leader.</p> <p>The Senior Leader will make notes regarding the incident, investigation, sanctions and outcome.</p>	Internal or external exclusion is most likely to be used at this point.
Stage Six		
Exclusion	Serious incident will result in exclusion.	

Children will not always travel in a linear progression through each stage. The professional reserves the right to make a decision based on the severity of the behaviour as to the response.

## Appendix 3

## Rewards procedure St Chad's Patchway CE VC Primary School

General		Suggested rewards
Praise for positives, congratulations, thumbs up, recognition of behaviour or work, positive feedback.	For general good / positive behaviour, including good involvement in class; demonstrating politeness / helpfulness; good answers / ideas / effort / work. Make clear to the child (and the rest of the class as appropriate) why the praise was given.	Praise.
Pre stage one		Suggested rewards
Name on Happy side or public recognition.	Repeated demonstration of the behaviours as described above or a specific action or item of work which shows something out of the ordinary.	As above, plus stickers or other class specific rewards
Stage one		Suggested rewards
Tick next to name and / or one dojo point.	Repeated demonstration of the behaviours as described above or a specific action or item of work which shows something out of the ordinary.	As above, plus certificate, class reward such as first in the line, an additional responsibility.
Stage two		Suggested rewards
Two ticks next to name and / or two dojo points.	Repeated demonstration of the behaviours as described above or a specific action or item of work which shows something out of the ordinary.	'Golden' certificate for a week of excellent behaviour, celebrated on a Friday. Parents to be informed.
Stage three		Suggested rewards
Three ticks and / or three dojo points.	Repeated demonstration of the behaviours as described above or a specific action or item of work which shows something out of the ordinary.	Sent to Head for celebration and reward. Parents to be informed.
Stage four		Suggested rewards
Four ticks and / or four dojo points.	Repeated demonstration of the behaviours as described above or a specific action or item of work which shows something out of the ordinary.	Extra playtime for the class to be supervised by class teacher or other reward publically given.

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