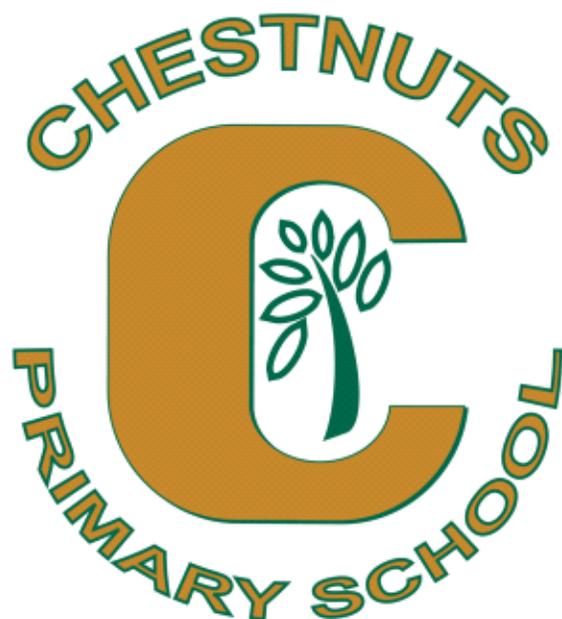


Chestnuts Primary School



Behaviour Policy

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Introduction

This Policy has the aim of developing good social behaviour in the children of Chestnuts School. It highlights the importance of relationships, caring for the school and its environment, safety and personal welfare.

It is our aim to support children with Specific Learning Difficulties through an understanding of the particular difficulties they face. In improving pupil's behaviour, we hope to develop children's confidence and self-esteem.

We aim to promote the idea of the school as a community and a place where children will feel happy and secure; a place where they feel valued and where they may develop to their full potential, academically, socially and as good citizens.

Philosophy

At Chestnuts School, we want to ensure children feel happy and safe. The school will strive to create an atmosphere of mutual trust, through positive relationships and shared responsibility between parents/carers, staff, pupils, and the community where all members of the school community feel they are equally valued.

We believe that to achieve success we must build on the values established in the home and provide a partnership between parents and the school. We will endeavour to create and maintain a well-ordered and happy school with a common sense of purpose. Clearly defined expectations and high standards of behaviour, understood by all, will help to promote a safe, calm and secure environment.

Appropriate expectations and behaviour will enable all members of the school community to relate and co-operate with each other. It will provide a framework in which high standards in all areas i.e. academic, social and moral, can be fostered and celebrated.

We endeavour to achieve high standards in every aspect of school life by making the most efficient use of all resources available.

Our Aims and Values:

Chestnuts Primary School will help pupils develop into young people who are:

- **Ambitious and Creative**
- **Responsible and Respectful**
- **Compassionate and Curious**
- **Resilient and Tolerant**

We believe our pupils need these values in the classroom, the school and the wider world.

Legal Duties

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In addition to the contents of this Behaviour Policy, reference should also be made to the Teachers' Standards (DfE, May 2012) and Keeping Children Safe in Education (2016).

Assertive Language

The consistent use of assertive language by teachers and other adults will create a climate that supports pupil's self-esteem, develops their emotional development and makes instructional language clear and precise. This language is effective in managing behaviour but also models the language that pupils should use with each other.

- I need you to.....thank you
- We/You need to.....thank you.
- I can see that you are..... (a feeling)
- You seem to be..... (a feeling)
- I need you to show me you can stay/move back to green by..... (Clear behaviour expectation)
- Avoid asking pupils why they are doing something- this will lead to confrontation. Instead ask "What should you be doing now?"
- Reinforce the rules i.e. What is the rule about sitting on your chair? What is the rule about moving around school?
- Keep it clear, keep it short, and keep it visual.
- Offer choice i.e. if you choose to.....you will lose 10 minutes of your break and move to yellow card. If you choose to.....you will stay on green and keep your break. I hope that you make a good choice. This makes the choice and the consequence very clear.
- Say thank you after an instruction i.e. Sit in your chair. Thank you.
- Give eye contact. This shows you are assertive, honest and interested.
- Agree with the pupil i.e. Maybe you are....Maybe they did....but I will deal with it.

The emotionally friendly classroom/ Attachment friendly school

An attachment and emotionally friendly school is:

- excellent at nurture and care
- a listening school, who really value parents and children, and invest in training around supporting adopted children and those with Attachment Disorder
- an understanding and approachable school that makes all the difference for the children and the family
- one that plays a vital role in helping these children emotionally, socially, and academically by providing specific support to raise attainment and address their wider needs

Emotional intelligence and be defined as:

- knowing one's feelings and using them to make good decisions in life;
- being able to manage moods and control impulses;
- being motivated and effectively overcoming setbacks in working towards goals.

At Chestnuts we are passionate about and determined to create an environment that enables emotional intelligence.

School rules

At Chestnuts Primary School we have worked as a community to agree the following school rules:

At Chestnuts we:

- have good manners
- are honest at all times
- respect all members of our school community
- are committed to learning
- are kind and independent
- like to solve problems
- try our best
- use appropriate language at all times
- look after ourselves and the school
- are positive, open and non-judgemental
- take and give feedback freely and openly

Classroom Management

In classes staff will endeavour to:

- Create a calm and purposeful classroom atmosphere
- Be well organised
- Be constructive and positive, rewarding good behaviour
- Be clear about and reward our school rules
- Be specific about what is expected and what is unacceptable
- Deal fairly but effectively with unacceptable behaviour, remembering that it is not the child that is disliked but a particular action
- Avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- Inform parents of any problems where appropriate at the end of the same day
- Set an example to the children in all matters.
- Ensure everyone helps
- Be consistent with our expectations
- Create safe learning environments, both emotionally and physically

Relationships

All members of our school community are asked to respect our rules in order to promote good behaviour. We believe it is important that all members of the school community should be:-

- Careful and kind

- Considerate of others and their feelings
- Polite, friendly and cheerful
- Helpful and co-operative
- Confident, self-controlled and hard working
- Able to listen to others

Health and Safety

In order to promote a safe and healthy environment it is essential that all children should:-

- Move around the school in a safe and controlled manner
- Respond as instructed to fire drills
- Avoid restricted areas as defined by all adults
- Be correctly equipped for lessons, e.g. PE, games, swimming, Art & Craft and cooking.
- Be aware of the importance of personal hygiene, particularly washing hands before eating and after using the toilet
- Keep personal property safely stowed so that it doesn't obstruct corridors and cloakrooms or endanger themselves or others
- Ensure they do not bring inappropriate equipment into school

Rewards

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. Far from wanting to catch children doing wrong, we want to catch them performing well and reward them appropriately. 'If a child lives with encouragement he / she learns confidence' indeed our behaviour tracking system is focusing on the best behaviour as we take seriously the need for children to learn how to behave appropriately in a positive climate. Good behaviour and work is rewarded in many different ways taking account of the age of the child. All of the children within the school belong to a team and they may earn 'House points' which enable them to feel a part of a group. Rewards may include some of the following: praise within the class, informal talks to parents; public commendations (in Assembly for example); prominent displays of children's work and taking work to show another teacher or the Head teacher.

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have tried their best. We believe that all efforts and determination to do the best children can are the most important things.

Praise

At Chestnuts where appropriate we praise in public, reprimand in private

- This may be spoken or written, personal or public
- Children's work when marked will, wherever possible, have a positive comment on it.
- Children will be encouraged to share good work with other children, classes and their parents.
- Teachers may make direct contact with parents to share good news either personally or by sending a text home, writing a note or having a conversation at the beginning or end of a school day.
- Children are invited to make positive comments about each other's work and behaviour.

House Points

- Each child, from Foundation to Year 6, is placed into one of the House teams;
- Any adult within the school community can award house points for good work, good behaviour and any other positive contributions.
- Once a fortnight the house points are collated (by members of Year 6) and during Assembly the house trophy is awarded to the winning house team.
- House point scores are shown on a bar graph display, and the winning team of each half term will be awarded an extra playtime. The overall winning house for the year will receive an award/prize which is discussed with school council and the Head Teacher.

Lunchtime Supervision

In order to maintain a happy and well-ordered school during the lunchtime break, parents are advised that during this period SMSA's are in sole charge of the children and that the Supervisors continue to apply the school rules.

- We encourage fair play in the playground
- Children are encouraged to play games e.g. skipping, ball, etc.
- Lunchtime supervisors are encouraged to praise positive behaviour and they award House points in line with the school's reward system.
- If there are any problems at lunchtime, parents are advised that they should always make their enquiries through a member of the teaching staff, never directly to a supervisory assistant.
- We are consistent with our approach to all children. The school rules are applied at all times.

Communications

The school relies very much on children and parents/carers alerting staff of a problem. Early notification of a problem greatly increases the chances of a solution being found.

Parents/carers should also be aware that the school needs to be informed if there are problems or worries at home that might affect a child's work or behaviour in school. In addition to the regular planned opportunities for parents/carers and teachers to meet to discuss a child's progress, a parent/carer is positively encouraged to make contact with either the class teacher or a Senior member of staff if there are worries or concerns.

Sanctions

We recognise the need at times for clear sanctions when children do not follow the school rules. These could include:

- Time out in class
- Time out of class in another class.
- Loss of some playtime (this should not be all)
- Using a calm down space
- Alternative lunchtime/playtime provision i.e. a different playground, planned activities inside.

The Use of Force to Restrain Pupils

Please see the school policy for restraint of pupils.

Temporary, Fixed Term or Permanent Exclusion

In exceptional circumstances and after everything else has proved ineffective the Head teacher retains the power to exclude a pupil from the school (whether by temporary, fixed term or permanent exclusion). This is in line with the Education Act 2002 as amended by the Education Act 2011. The Head teacher may become involved at any stage but more likely if the matter is serious and will take appropriate action. Parents may be called to school for a serious incident to discuss the matter. A definite exclusion, i.e. fixed term or a permanent exclusion is an extreme measure, which is usually only considered after all else has failed. In such cases parents have the right of appeal firstly to the school's governing body and then to the Local Education Authority.

Pupils with SEND

There are pupils for whom the rewards and sanctions will not be significant to support their individual needs. In these instances due to the nature of the underlying issues that are affecting the pupil extra in class systems may be used by the class teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the school's SEND register for behaviour and all strategies used must be documented.

It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up by the class teacher with support from the School SENCO or outside agency.

The school will try various strategies to support these pupils and these will be recorded by the class teacher. Each new strategy requires implementation for consistent length of time to ensure consistency.

SEND Strategies

- Visual timetables, all day, now and next,
- Access to a planned reward such as a choosing box.
- Visual reminder cards used to point at the desired behaviour.
- Provision of a single work area as needed by the child.
- Positive reward charts leading to a reward.
- Time out areas in class or outside class as needed.
- Small group outside of class at the beginning middle or end of a lesson.
- Planned support for transitions i.e. moving to other rooms.
- Positive role models through pairing with children or other adults.

Bullying

The Anti-bullying alliance defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

It can be:

- Physical - assault leading to injury
- Verbal - teasing and taunting or name calling (including of a sexual, homophobic or racial nature)
- Emotional (psychological) - isolating the victim resulting in loneliness and misery.

We need to ensure that there are clear procedures to deal with it and that all children are aware that such behaviour is unacceptable in school. See Appendix 1

Chestnuts school behaviour policy – Appendix 1.

Why do bullies behave like this?

Bullies may get pleasure from another person's fear, pain and humiliation which they achieve through their aggressive behaviour. They may be trying to conceal their own insecurities by behaving aggressively towards someone else. Bullying is often a vicious circle in that someone first suffers from bullying and then bullies others to gain status for themselves.

Who are the victims?

Anyone can be a victim. Often children who have some obvious characteristic (wearing glasses, a pronounced accent, working too hard at school) become targets for bullying. Victims may feel isolated and begin to feel that the fault really lies with them. This might affect their character so that they become withdrawn and insecure.

What are the signs of bullying?

Children who are being bullied might:

- Not want to go to school at all.
- Be frightened of walking to and from school even with other people.
- Want to find a different way of getting to and from school.
- Start to do badly in school work.
- Come home with damaged clothes or belongings.
- Become withdrawn.
- Have difficulty sleeping or have nightmares.
- Have unexplained accidents which result in bruises or scratches.
- Start to lose their property.
- Ask for or steal money.
- Stress that nothing is wrong.
- Have less contact with parents or other friends.

What can school do?

There will be regular reminders, in a variety of forms, to pupils and parents that bullying will not be tolerated and offenders will be dealt with firmly but fairly. Governors will be informed if there are any serious incidents. The school is part of the Staffordshire Anti-Bullying pledge and has looked at ways in which we can improve.

Children will periodically take part in:

- PSHE/SEAL activities on Bullying
- Educational Plays on how to deal with bullies
- Anti-bullying week
- Creating a child friendly anti-bullying policy in line with the school policy

Our school:

- **Listens**
- **Includes us all**

- Respects
- Challenges
- Celebrates differences
- Understands
- Believes
- Reports bullying
- Takes action
- Has clear policies

We can combat bullying:

- By playground vigilance with the involvement of lunchtime supervisors as well as teaching and support staff.
- Within the general school ethos by promoting the sense of belonging to a caring community, where the child is not subject to feelings of isolation or undue unfair pressure due to competition will be of great benefit in this.
- In the classroom, we can give a high profile to encouraging positive behaviour. Children should be encouraged to express their thoughts and feelings and suggest opportunities for action.

We also need to support victims by:

- Promoting the message that staff are listening and are quite happy to bring the subject of bullying into the open - children often believe 'telling' is wrong. Victims must know staff will take them seriously and that they can deal with issues without it looking like someone has 'told'.
- Being sensitive to signs of bullying - for example, withdrawn behaviour or staying away from school.

When incidents occur, we must try:

- To find out the facts of matter which may be difficult because of children's differing perspectives and lack of witnesses.
- To make the offender see things from victims' point of view.

If the matter is serious, then it may be necessary to involve parents and so we need to:

- Keep records of discussions with the bully and victim.
- Talk to parents of the bully and victim separately.
- Keep records in the pupil's file until no longer relevant.
- Discuss positive strategies with parents of the bully and victim.
- Write up any agreement for parents to sign.
- Seek help from The Educational Psychologist Service where necessary.
- In consultation with the Governing Body, consider exclusion.

What can children do?

- Talk to someone i.e. a playground buddy or an adult.

- Ignore silly comments or teasing (not always easy). Bullies tend to pick on children who show that they are upset and get bored if their victim doesn't react.
- Try not to react negatively if someone tries to bully them
- Always remember that no-one deserves to be bullied.
- Hit the report button on the school website

What can parents/carers do?

- Talk to children and listen to what they say about friendships and their social life.
- Be sensitive to signs of distress in children.
- Contact school immediately if they think their child has a problem.
- Try to support their child, both in realising that there is nothing wrong with them and in coming to terms with the problem.
- Encourage their child to stand up for themselves but not to hit back. This will only make things worse.
- Try not to over-react. This will only make the child anxious and will make things worse.
- Keep in touch with school and other people who are trying to support the child. Working together is the best way to solve the problem.

We have to recognise and emphasise the interdependence of each member of the school community - staff, pupils, parents/carers - and the way in which the behaviour of any one party affects, and is affected by, the others. All these parties must feel welcome and participating members of the school community so they feel equally committed to achieving our objectives.