



## Whole School Behaviour Policy

*This is an umbrella policy which covers the specifics of behaviour. Other policies such as Anti Bullying, E-safety and safeguarding/child protection should also be viewed.*

All the teaching and non-teaching staff, pupils, governors and parents are encouraged to work together to implement this policy. However there may be occasions when this policy needs to be adapted for individual pupils with specific difficulties who may require specialist support.

We believe that discipline and good behaviour should develop from within the child through independence, the development of self-esteem and through a consideration for others, within a framework of clearly defined and consistent boundaries. These have to be explained to the children and acted on by the adults as role models. We seek to encourage a positive atmosphere in the school where appropriate behaviour is encouraged, noticed and praised.

We encourage the children to:

1. care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take responsibility for their actions and to take pride in their own achievements,
2. to value others, their similarities and differences, to empathise with and respect their feelings, to care for and cooperate with others and to enjoy and respect their achievements,
3. to 'tell the teacher' if anyone is upsetting them or anyone else.
4. to develop a feeling of responsibility by learning to care for our school environment and to develop an understanding of and a concern for the wider environment and the natural world.

We achieve this by the staff and any other adults setting positive examples of behaviour, and by taking the responsibility for the children's behaviour throughout the school. We aim to encourage positive relationships between adults and children and between children within their peer groups and with others of all ages. They are encouraged to be courteous, considerate and confident in expressing their feelings and opinions in constructive and positive ways. They are encouraged to listen and respond appropriately to adults and to each other, to take turns and follow instructions.

Staff, pupils & governors were consulted about the five "Golden rules" which apply all around the school. i.e. Speak quietly, Sit properly & walk safely, Be kind & polite, Care for our school and finally, Tell the truth. Each class also devises their own class charter, agreeing their rights and responsibilities.

Golden Time - If any pupil persistently fails to follow the golden rules, they miss a short amount of "golden time". E.g. five minutes. The rest of the class are rewarded for their good behaviour by having a special treat e.g. cookery, or extra playtime, or choosing time.

## **ANTI BULLYING**

At Chestnut Lane, we believe that it is the basic entitlement of all children to receive their education free from all forms of humiliation, oppression, physical and mental abuse. We believe that any kind of bullying\* is very damaging to the victim, the bully and the atmosphere of the school. Any reports of bullying are taken seriously and recorded. These reports will always be followed up. We aim to ensure that the incident is not repeated, any victims are given support and that the bully is made aware that their behaviour is unacceptable and that there are other ways to satisfy their needs by working with others and not by confrontation and aggression. Parents again will be kept informed, strategies drawn up and if necessary external agencies will be involved.

*\* Bullying is.... Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally.*

*Strategy – ‘tell the teacher’ and if the first teacher can’t listen then tell another teacher. Always tell your class teacher too.*

Chestnut Lane has an ‘Anti-Bullying Policy’. Parents can view a copy of the anti-bullying policy on our website.

## **IN THE CLASSROOM**

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of the teacher and other adults in the classroom influences the behaviour of the children. We aim to be fair and consistent in our reactions and expectations and lots of praise and encouragement is given for appropriate behaviour. The children have discussion time to share their views and give their opinions on how they should behave in class and class rules/ rights and responsibilities are formulated by the children.

The children are encouraged to:

1. organise their own work space, to care for and return equipment and use it safely,
2. join in discussions at the appropriate time and not to distract others,
3. concentrate, put care and thought into all activities and this is reflected in the quality of their work. They are given the opportunity to work on their own and cooperatively and encouraged to make positive decisions.

Attractive displays of their work create a welcoming and positive atmosphere and gives them a sense of ownership. This demonstrates that their work is valued and enjoyed and that the school environment is cared for and appreciated.

To help maintain standards, staff may use praise and rewards. The child may be sent to another teacher for praise and receive a sticker - one for the sweatshirt - to show others they have received a reward and one for their book. Class teachers operate their own reward systems in their classes.

## **IN THE SCHOOL**

Our children are encouraged to feel ownership and responsibility for the school as a whole. They participate in school events, take responsibility for school areas and see their work displayed throughout the school.

In all areas of our school the children are encouraged to behave in a positive and appropriate manner. This means walking calmly around so not to disturb and distract others and be aware of personal safety. They are reminded to show courtesy and respect at all times to adults, school visitors and each other when moving around the school. They are encouraged to leave areas tidy and in a suitable condition for others to use.

At assembly time our children are encouraged to enter and leave the hall in a quiet, calm manner and to listen carefully and respond appropriately. At lunchtime the children are again encouraged to enter and leave the dining room quietly and to remain seated while eating.

## **IN THE PLAYGROUND**

A wider range of behaviour is accepted as our children need to run, shout and behave in a way not necessarily appropriate in the classroom. They are, however, encouraged to continue to show self-discipline, be courteous and consider personal safety and feelings for others. It is the responsibility of the staff on duty to supervise and monitor behaviour. Any problems are dealt with as they occur and the class teacher is informed if any behaviour is causing concern. During the lunch play the supervisors are responsible for the children's behaviour.

## **THE WHOLE SCHOOL**

The school's aim is to create a positive learning situation for every child. The school's policy is to draw attention to and give specific praise for positive and appropriate behaviour. It is also the school's policy that if unacceptable behaviour persists "golden time" will be taken away.

Each teacher achieves a positive learning situation by: -

1. creating a well organised curriculum/classroom which caters for the children's needs - this involves planned time to discuss aspects of behaviour with the whole class as part of PSHE, SEAL and Rights Respecting School materials are used.
2. use of teacher attention - appropriate behaviour is defined as positive statements, e.g. 'you are sitting nicely' to a child, rather than saying 'sit properly' to a child who is not. Praise is made specific, e.g. 'well done' to a child who does not sit still and has for a certain activity.
3. the use of the Well Done Book, stickers and praise and a mention in assembly.

## **SANCTIONS**

If there is a problem there are sanctions in place but this is dependent on the level of severity:

e.g. In the playground, for a minor incident the child may be asked to walk around holding the teacher's hand for five minutes, or to sit on the time out bench for a similar length of time. An unkind act will result in the member of staff talking to the child and the child apologising to the victim.

If the incident is more serious then they will be sent to the head teacher. The parents will be informed by the class teacher, and an opportunity to discuss it with the Head teacher will be given.

Children may be given the sanction of missing a playtime and be supervised by the head teacher. However, 'detention' is not used at Chestnut Lane as it is not appropriate for children of this age group.

Sometimes, however, a child finds it difficult to behave in a reasonable, acceptable manner. If this happens further sanctions are required and these are discussed by the whole staff. It is our aim to encourage the children to develop greater self-esteem and become more willing to conform to acceptable behaviour patterns. Parents are consulted and are aware of the targets set by the teacher. The involvement of an external agency such as the pupil referral unit (PRU) is often necessary. If behaviour still does not improve with sanctions then the formal procedure for exclusion may be started.

### **EXCLUSION PROCEDURE**

If a child's behaviour has not responded to the usual sanctions in school, the parents will be invited in to discuss the situation and a multi agency assessment may be requested. If the behaviour constitutes a threat to the safety of others, or if the behaviour is significantly disrupting the education of others, the child may be excluded.

If it is decided that a child should be excluded the school will follow the DfE guidance (Jan 2015).

### **MONITORING**

This policy is reviewed annually by staff and the teaching and Learning committee of the Governing Body.

This policy upholds articles 12, 14, 23, 28 and 30 from the United Nations Convention on the Rights of the Child because children should have opinions and should be allowed to say what they think. It respects children's rights to practise a religion, ensures children with disabilities lead full and independent lives, promotes the right to a primary education, and believes children should learn and use the language and customs of their families.

Last reviewed December 2014

Next Review December 2016



## **MISSION**

To enable everyone to do their best and to encourage them to value themselves.

## **AIMS**

In order to raise standards of achievement we will develop the **skills** of:

Literacy	Numeracy
ICT	Problem-solving
Social skills	Communication
Organisation	Evaluation
Interpretation	Questioning
Observation	Study
Analysis	Practical skills
Creative skills	Physical co-ordination
Attention	

We aim to promote the **values** of:

Self-esteem	Empathy
Curiosity	Confidence
Independence	Team-work
Equality	Tolerance
Positive attitude	Self-motivation
Enthusiasm	Spirituality
High expectations	Self-discipline
Responsibility	Thirst for knowledge
Morality	Respect

## **ETHOS**

At Chestnut Lane School we have:

- A caring attitude
- High expectations
- Challenging work
- An anti-bullying policy
- Parent partnership
- Community links



**HOME-SCHOOL  
PARENT or CARER/CHILD AGREEMENT**  
Please complete and return to school office

**CHILD'S NAME** .....

**THE SCHOOL WILL:**

- Encourage children to do their best at all times.
- Maintain a physically safe and caring environment, where bullying of any kind is not tolerated.
- Provide opportunities for the children to develop their own rules to take care of each other and the environment.
- Inform parents of the child's progress at regular meetings.
- Inform parents about the topics to be covered each term.
- Set tasks to be done at home to support learning.
- Discuss with parents any aspect of pastoral care.
- Provide a school calendar and regular information on events.

**Teacher's Signature:** .....

**PARENT or CARER WILL:**

- Make sure the child arrives at school by 8.50am and is collected promptly at 3.05pm.
- Ring the school on the first day of absence.
- Make sure the child attends regularly and provide a note of explanation if the child is absent.
- Endeavour to arrange family holidays during school holiday time.
- Attend parent consultations to discuss the child's progress.
- Inform the school of any change in home circumstance, which may affect the child's progress or behaviour.
- Support the school's behaviour policy.
- Support the child with their homework.
- Ensure that the child is well and healthy when sent to school.
- Keep contact numbers up to date.
- Raise any concerns with the school at the earliest opportunity

**Parent/Carer's Signature:**.....

**THE CHILD:**

**I will try to:**

- Do my best.
- Care for others and be kind friendly and helpful.
- Listen and pay attention.
- Take care of school equipment and buildings.
- Move quietly around the school.
- Follow the class rules.

**Child's Signature:**.....

**TOGETHER the SCHOOL COMMUNITY WILL:**

- Support the child's learning to help them to achieve their best.
- Encourage children to develop and understand class and school rules.
- Support special needs.
- Celebrate diversity and provide equal opportunities for all.
- Take all reasonable measures to ensure that the risk of harm to children's welfare are minimised.