



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 *with full attention given to our legal duties under The Equalities Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.* 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. 1) Speak quietly, 2) Sit properly & walk safely, 3) Be kind & polite, 4) Care for our school and finally 5) 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. *Pupil support programmes may be implemented.* 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).

STAFF DEVELOPMENT AND SUPPORT

As stated above all staff are responsible for managing the behaviour of the children in our school. However if any staff member requests support or training in how to deal with challenging behaviour then appropriate training is organised either in house or from external providers. Training in the use of reasonable force (Team Teach) will be offered as a priority to any staff member who is responsible for a child who may need to be physically handled in order to keep the child, other children or themselves safe due to challenging behaviour.

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.

Reference Documents

Dealing with Allegations against Staff

The Equalities Act 2010

The School SEN policy

Safeguarding policies

DfE guidance on Behaviour and Discipline for Head teachers and Governors

Reviewed: January 2017

Next Review: January 2019