

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 School Rules which apply all around the school:

- Respect the school and everybody in it
- Always keep yourself and others safe
- Make mindful and sensible choices
- Always try your best and be proud
- Always tell the truth

ANTI BULLYING

At Chestnut Lane School, 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 will be kept informed, strategies drawn up and if necessary external agencies will be involved.

Where appropriate staff will also respond to bullying that happens outside of the school premises.

**Bullying is the repetitive, intentional hurting of one person or group by another person or group, either physically or emotionally, where the relationship involves an imbalance of power.*

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

Chestnut Lane School has an Anti-Bullying policy which is publicly available to view on our website.

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 which caters for the children’s needs - this involves planned time to discuss aspects of behaviour with the whole class as part of PSHE. A range of materials and resources 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 for showing great listening.’
3. The use of the Well Done Book, stickers and praise and a mention in assembly.

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, or the Headteacher, for praise and receive a sticker (one for their sweatshirt, to show others they have received a reward, and one for their book). Class teachers also operate their own reward systems in their classes.

Golden Time - If any pupil persistently fails to follow the golden rules, despite receiving warnings, 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. This is often suggested by the children and voted on by the whole class.

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 the feelings of others. Positive behaviour is recognised and rewarded through issuing stickers.

It is the responsibility of the staff on duty to supervise and monitor behaviour, and during the lunchtime play this is the midday supervisors. Any problems are dealt with as they occur and the class teacher, and/or Headteacher, is informed if any behaviour is causing concern. Where possible, staff facilitate interactions between children to encourage them to resolve any conflict positively. This is done by listening and responding to one another to come to a mutual understanding.

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 Headteacher. The parents will be informed by the class teacher, and an opportunity to discuss it with the Headteacher will be given.

Children may be given the sanction of missing a playtime and be supervised by the Headteacher. 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) will be used when necessary. If behaviour still does not improve with sanctions then the formal procedure for exclusion may be started.

Further information on pupil behavioural support can be found in the SEND policy which is publicly available on our website.

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 <https://www.gov.uk/government/publications/school-exclusion> (Currently March 2021).

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.

USE OF REASONABLE FORCE

There is no requirement to have a policy on the use of force, but it is good practice to set out, in this policy, the circumstances in which force might be used.

We follow the DfE's guidance - staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. E.g. physically separating children found fighting or physically remove a child from an area in order to maintain a safe (learning) environment for all.

See Appendix 1 for Chestnut Lane's record of Physical intervention / use of force.

It is always unlawful to use force as a punishment.

MALIOUS ALLEGATIONS

This is covered by the Anti-Harassment and Anti-Bullying at Work policy adopted from the local authority.

Pastoral support for staff is covered by the Health and Safety policy adopted from the local authority.

MONITORING

This policy is reviewed 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:

DfE guidance for Headteachers and Governors on Behaviour and Discipline
Governors' Statement of General Principles with Regard to Behaviour

Reviewed: November 2022

Next Review: November 2024



CONFIDENTIAL

Record of Physical Intervention / Use of Force

Your report must be clear, specific and accurate. You will point out that force was reasonable/appropriate, proportionate and necessary to the threat you faced. Take time to compose yourself, make rough notes if you wish and **keep these**, attaching to this report.

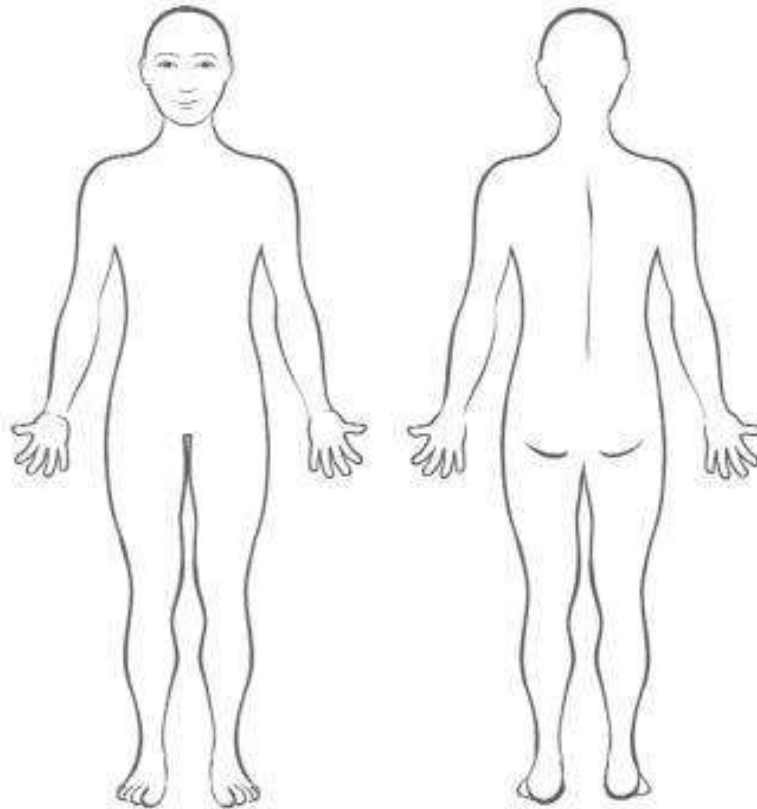
Person Reporting – First name: Surname: Please tick one of the options below: <input type="checkbox"/> Involved in intervention <input type="checkbox"/> Witnessed intervention	Name of Child – First name: Surname:
Date of incident: Time:	Year Group: Child's Class:
Location of incident:	
Details of incident: ('You' must set the scene: who was involved, what threat was faced, why force was necessary)	
Full names of anyone else present: Injuries sustained: (Record overleaf)	
Child's point of view:	
Witnesses' point of view: (What would anyone walking by have seen?)	
Additional information	
Signed:	Date of report:
SLT to complete Action to be taken: (Record of debriefing/Risk assessment review)	
Signed Headteacher: Read by Deputy:	Date: Date:

NB: PTO for Body Map

TED: Tell, Explain, Describe

What happened? When? Where? Who? Does anyone else know? Was anyone else present?

Injuries sustained: (Annotate below)



Signed:	Date of report:
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TED: Tell, Explain, Describe

What happened? When? Where? Who? Does anyone else know? Was anyone else present?