



## Behaviour Policy

### The members of this school community believe that:

- Good behaviour, effort and achievement is promoted, valued and celebrated by the whole school community.
- All members of the school community are treated with respect, and show respect for others.
- Each member should take responsibility for their behaviour and understand that there are consequences to the choices they make.

### Aims of this policy

- To create a school society, which is a good place for everyone to be: purposeful, friendly and safe, based on shared values and a clear understanding of the behaviour expected.
- To use a whole school approach to behaviour management, that is clearly understood by all members of the school community.
- To help pupils grow into confident young people who show respect for others and who accept responsibility for their own behaviour.
- To make boundaries of acceptable behaviour clear.
- To be proud to be part of the school.

### Objectives of this policy:

- To use assemblies, circle time, rewards and responsibilities and personal, social, health and citizenship education (PHSCE) to promote shared values and respect for each other, and to celebrate positive behaviour and attitudes.
- To recognise the effect school appearance has on behaviour and deal quickly with problems in order to keep the school in good decorative order.
- To intervene at an early stage when behaviour begins to cause concern.

### Anti-Bullying Policy and Practice

- All pupils have the right to feel happy and safe.
- All complaints of bullying, even if they appear frivolous, are treated seriously, and acted upon using the practice outlined in this policy.
- Specifically, any child or parent concerned about possible bullying should in the first instance communicate their concern to the class teacher.
- If the matter directly concerns the class teacher, then the matter should be directly communicated to the headteacher.
- If the parent or child is unhappy about the way in which a complaint is being processed, an appeal can be made directly to the Chair of Governors.
- Records are kept of all incidents.
- Pupils' awareness of issues related to bullying is raised through the curriculum and in assemblies
- Staff provide good role models for pupils in their every day work with colleagues and pupils.

### Positive behaviour management: the key principles

- Emphasise positive behaviour rather than giving a negative response to misbehaviour
- Comment on the behaviour rather than the child.
- Use assertive statements – requirements are made clear.
- Give positive feedback- catch them being good.
- Make children aware of the consequences if they make a bad choice.

## Rewards and sanctions at Chadlington Primary School

### Rewards

#### *The whole school*

- House points: there are 4 houses, named after planets, (Pluto, Saturn, Mars and Jupiter) and children

are allocated to a house as they join the school. Any member of staff may award House points, and a weekly total of points from all classes is collated and celebrated weekly during our Star of the Week Assembly, so the winning house holds the cup for the week. A member of the winning house is chosen to decorate the cup.

- Star of the Week: There is a celebration assembly every week on a Friday afternoon at 2.50 pm, to mark special achievements. Parents are informed that their child is in the Star of the Week Book, and are invited to attend.

*In classes:*

- The class teacher or Headteacher may plan whole class and individual incentives to reward good behaviour.

## **Sanctions**

### **Prevention of unacceptable behaviour**

- We aim to ensure that lessons are well planned, differentiated and fun!
- Systems and behaviour expectation are made clear in class, around the school and at playtime, through the Chadlington Code of Conduct
- Full use is made of the Chadlington Code of Conduct.
- Due consideration is given to the grouping of pupils and seating arrangements.
- The needs and flash points of identified pupils are known to all staff and to supply teachers.
- Plenty of opportunities are given to succeed and to share success.
- Plenty of opportunities are given for pupils to take on responsibilities in the classroom and in the school, and to have their say through the School Council.
- Members of staff take time to get to know pupils individually.
- Pupils are encouraged to tell adults of concerns.

### **Potentially difficult situations are managed through techniques such as:**

- Careful prediction and scanning of the environment
- Subtle intervention and prevention through measures which settle, separate and support
- Ignoring the attention seeking behaviour of an individual, when it is deemed to be appropriate
- Identifying and praising children responding well to the learning environment
- Stopping the whole class to remind them of expectations
- Setting time limits for tidying up, getting ready, and completing activities.

### **Whole school strategy on consequences for inappropriate behaviour**

#### **Repair Time**

- The purpose of repair time is to make up learning time lost, due to low-level inappropriate behaviour and Time Out, and to complete any unfinished work.
- It is used at the discretion of teachers and teaching assistants.
- Repair time is paid back at break and lunchtimes.

If inappropriate behaviour continues in spite of the above strategies the following procedure is followed:

#### **1. First warning**

Use language of choice, reminding children of expected behaviour and outcomes.

If compliant, use reward system.

If refusing....

#### **2. Second warning**

Use language of choice, reminding children of expected behaviour and outcomes.

If compliant, use reward system.

If refusing....

#### **3. Time out in class**

Remind child of their choices, to behave appropriately or to have time out in class, and give 5 minutes to choose.

If compliant, use reward system.

If refusing....

#### **4. Time out in another class**

Remind child of their choices, to behave appropriately or to be sent to another class, and give 5 minutes to choose.

If compliant, use reward system.

If refusing....

#### **5. Time out with Headteacher or Senior Teacher**

Remind child of options to behave appropriately or to be sent to the Headteacher, and give 5 minutes to choose.

If compliant, use reward system.

If refusing....

Send the child to the headteacher, or send somebody to fetch the headteacher.

#### **Lunchtimes and break times**

Follow the same strategy, but at point 3, Time Out is taken outside the staff room. At point 4 the child is with the member of staff on lunchtime duty, or their class teacher at the end of play.

#### **Exclusion**

- Serious incidents or cases of persistent poor behaviour that is disruptive to the learning of others will lead to exclusion, initially for a fixed term, if appropriate.
- The school follows the county guidelines and procedures.

#### **Follow up and recording**

- A behaviour incident form is completed for all serious incidents and all incidents where the involvement of a second member of staff is required. This is given to the Headteacher.
- The child will have Repair time.
- Behaviour incident forms are filed in the Headteacher's office.

#### **Attendance**

The registration times are at 8:55 am and 1:00 pm. Attendance registers are kept in the classroom following afternoon registration. The morning register is closed at 9:15 am; children arriving after this time are marked as late. If lateness persists the Headteacher will be informed and will contact the parents of the child, and the ESW where appropriate.

- Parents are asked to contact the school if their child is absent.
- If parents have not phoned before 9.30 am then the school will attempt to contact them.
- The DfES, Headteacher and Educational Social Worker monitor attendance and lateness.
- The wording on the absence request form discourages family holidays in term time.