

Chase Terrace Primary School

Behaviour Policy



Together we Learn
Together we Aspire
Together we Succeed

Chase Terrace Primary School Behaviour Policy

Person Responsible:	Headteacher
Approval Body:	Chair of Governors (using Chair's Power to Act)
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At Chase Terrace Primary School we use a positive approach to behaviour, which encourages appropriate behaviour within our caring community.

1 Aims of our Behaviour Policy

1. To promote and foster self-motivated positive behaviour and attitudes.
2. To increase pupils' self-esteem.
3. To maximize the learning of all pupils.
4. To promote a spirit of co-operation, friendliness and helpfulness between pupils and, between pupils and adults, i.e. supporting and helping each other.
5. To promote respect for each other and the community at large.

2 Objectives

1. To ensure the comfort and safety of pupils and adults.
2. To provide a clear framework within which pupils can operate which will support them in making positive behaviour choices.
3. To create an environment that is conducive to living and learning.
4. To support pupils who are experiencing difficulties in operating within the school's behaviour framework.
5. To eliminate bullying, intimidating and aggressive behaviour in line with our anti-bullying policy.
6. To teach appropriate behaviour to all pupils.

3 School Rules

1. We are kind, polite, helpful and aware of others' feelings.
2. We listen carefully to others without interrupting them.
3. We look after our own and other people's belongings.
4. We try our best, work hard and learn from our mistakes.
5. We treat other people the way that we would like to be treated.
6. We always tell the truth.

Children have a right to learn and teachers have the right to teach.

4 Playground Rules

Each playground has a sign promoting the behaviour expected on the KS1 and KS2 playgrounds, both at playtime and lunchtime –

- 1) We look after each other and play together safely.
- 2) We show kindness and respect to everyone.
- 3) We follow instructions straight away.
- 4) We show respect for people, property and the environment.
- 5) We ask children, who are on their own, to join in and play our games.
- 6) We say sorry if we hurt or bump into anyone by accident.
- 7) We stop and stand still when we hear the bell or whistle.

5 Promoting Good Behaviour

Our emphasis should constantly be on praise. It is important to show appreciation of the children who conform to the expected behaviour.

Rewards to Promote good behaviour:

1. Verbal/non-verbal praise.
2. House points- used to recognise good behaviour.
3. Star Status – pupils nominated by the class teacher to receive an award certificate in assembly.
4. Head Teacher's award – will be given by the head teacher.
5. Postcards – sent home to parents to share good behaviour.
6. Stickers/certificates/prizes.
7. Governors' Awards
8. The Rotary Club Award

7 Playground and Lunchtime Behaviour

Children are expected to behave well at all times. The behaviour policy applies to lunchtimes. Some children struggle with unstructured play at lunchtimes which sometimes results in poor behaviour. In these cases children may have to play in an area where there is more structured play. For example, in the hall, on a different playground or on the tarmac if problems are occurring on the field. Sometimes children struggle with competitive sports. In these cases children may not be allowed to play the competitive sport in question.

Dining Hall Rules

- 1) We line up calmly.
- 2) We walk carefully.
- 3) We speak quietly to those around us.
- 4) We keep our table and the area around us clean.
- 5) We are polite to everyone.
- 6) We use good table manners.
- 7) We ask permission to leave the table.

7 Consistency

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the children feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

8 Behaviour Strategies

A Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

B Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

C Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

D Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

E Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven "underground"

F Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

G Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

H Be aware of yourself

When dealing with disruptive incidents, consider the following: your position in the class your proximity to disruptive children your facial expression your tone of voice your posture your choice of words the use of eye contact. Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

I Restorative Practice

Restorative practice is a teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

9 The teaching and learning of good behaviour

Different children have different levels of 'good' behaviour. If this does not come naturally to a child, group of children or class then the school must teach these behaviours.

10 Time away from the classroom

Sometimes time away from the child's normal classroom may be an appropriate behaviour strategy. In this case, the head teacher needs to be informed and the child would be expected to do their normal work under supervision in an agreed classroom.

12 Children with Special Educational Needs

We expect all children to follow the school rules. As much as possible, we wish to keep the children with special educational needs within the Code of Conduct. However, this will be more difficult for some children at certain times. Children with behaviour difficulties on the SEN Register may:

- have regular meetings with their teacher and parents/carers.
- have targets for improved behaviour on their EHC Plan.
- have an Individual Behaviour Plan.
- meet regularly with the SENCO to discuss progress.

If a child persists having behavioural problems after support then an investigation will take place to find out if there are any underlying factors for the behaviour.

13 Centralised Recording

The behaviour of children will be recorded centrally so as to monitor the behaviour of all children. Staff must record centrally any occasion when a child receive a level 2 or above.

14 Communication

Communication between staff and parents is important and is set out in the table below under actions. It is also important that teachers and lunchtime staff communicate at the beginning and end of lunchtime so that actions can be taken to pre-empt any problems or upsets.

15 Procedure to follow if rules are broken

Teachers have the right to teach and children have the right to learn. Children who break the school rules stop teachers from teaching and stop themselves and others from learning.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it breeds resentment. This should not be confused with the training of children to behave better. Eg lining up, moving about school, in assembly.
- There should be a clear distinction made about the level of the offences.
- It should be the behaviour rather than the person that is punished.

16 Level 4 and above: when children do not respond to basic behaviour management strategies

The very large majority of our children are extremely well behaved. Sometimes a very small group of children may need further strategies to improve their behaviour. When a child reaches level 4 it is considered that they are not responding to typical behaviour management strategies within the school. The safety of all children is paramount and so this is seen as an extremely serious issue. If the child does not respond to further behaviour management strategies then they will be considered for suspension.

17 Zero tolerance approach to sexual harassment and sexual violence

Adults will help to create an environment where sexual harassment and/or violence are less likely to happen by tackling any incidents of sexism immediately in the moment, explaining to children why the comments or actions are not appropriate and explaining how the other person might feel. Children will be taught about healthy relationships and the need for consent through our well-being lessons (RSHE curriculum), other classroom learning and assemblies.

Unacceptable behaviour includes but is not limited to: intentional sexual touching without consent, sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, upskirting, online sexual comments, sexual messages, sharing of nude or semi-nude images or explicit content.

All incidents of sexual harassment and/or violence will be met with a suitable response and never ignored. Children are encouraged to report anything that makes them feel uncomfortable, no matter how “small” they feel it might be. Adults will listen and reassure children who report concerns and all concerns will be discussed with a DSL and then reported on MyConcern. Children will be informed of how their concern is being/has been dealt with. The school response will be proportionate, considered

and supportive and decided on a case-by-case basis. The aim is always to protect and support both children and is likely to involve carrying out a risk assessment to determine whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for further information.

18 Searching and Confiscation

The headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. (DfE Guidance, 'Searching, Searching Screening and Confiscation: Advice for schools 2022.')

Prohibited items are:

- alcohol
- knives or weapons
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- mobile phones
- smart watches
- cameras
- any smart device that has photographic, recording, electronic communication or internet capability

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

19 Dealing with electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property. (DfE Guidance, 'Searching, Screening and Confiscation: Advice for Schools', July 2022.)

20 Behaviour in relation to the Acceptable Use Policies

All children should follow the school rules when using electronic devices in school. These rules are outlined on the school's following policies: Acceptable Use, Online Safety, Bullying, Use of Mobile Phones and Safeguarding. Our Acceptable Use Policies (AUP) are outlined and agreed by children and parents upon entry to the school. If the AUP rules change, parents will be notified of the changes and where necessary agree to the updated terms and conditions. Any incidences of Cyber-bullying will be dealt with in line with the school's behaviour guidance for bullying.

21 Behaviour beyond the school gate

The school has the power to discipline beyond the school gate in the following circumstances:

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the school.
- or, misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school.

This includes incidents that occur electronically i.e. on social media, on electronic devices or any other form of electronic communication.

In all of these circumstances the head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding procedures.

22 Responsibilities

Responsibilities of Children

- To follow the school and playground rules to the best of their ability.
- To treat adults and other children with respect and politeness.
- To help to make the school a clean and pleasant place to be.
- To do as they are asked by all adults in the school.
- To take increasing responsibility for their own learning and behaviour.

Responsibilities of Staff

- To treat all children fairly and respectfully.
- To create a safe and pleasant environment.
- To provide a challenging and interesting curriculum.

- To recognise that each child is an individual.
- To enable each child to do their best.
- To record incidents according to this policy
- To inform parents according to this policy

Members of staff have the power to use reasonable force or make physical contact when it is necessary. These circumstances include where staff need to protect themselves, colleagues or children from danger or harm, for example, they will physically separate pupils found fighting. Additionally, if a pupil refuses to leave a room when instructed to do so, they may be physically removed. Reasonable adjustments for disabled children and children with special educational needs (SEN) will be made in line with our legal duty.

Responsibilities of Parents/Carers

- To support the school's behaviour policy and not undermine it with their child
- To ensure children arrive on time for school and ready to work.
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school.
- To encourage respect for other people.
- To help children realise the importance of education and to praise them for their efforts and achievement.
- To encourage children to talk about school and listen to what they have to say each day.

Overview of Behaviour, Actions and Consequences

The list of behaviour below is not exhaustive but is intended to provide clarity and consistency. Where behaviour arises that is not covered by the policy then the headteacher will decide under which level it falls.

Level	Behaviour	Consequences	Actions (by whom and when)
Warning	<ul style="list-style-type: none"> • Low level disruption in class • Disruption of others play in playground • Not working well in class 	<ul style="list-style-type: none"> • Verbal warning from staff member • Completing work at playtime 	
Level 1	<ul style="list-style-type: none"> • Child ignores warning • Disorderly behaviour around school including in assembly • Rough play 	<ul style="list-style-type: none"> • A yellow card 	
Level 2	<ul style="list-style-type: none"> • 3 Level 1 Yellow cards in a week • Child ignores initial yellow card on same day • 'Winding' another child up resulting in violent behaviour by the other child • Lying • Pushing • One-off name calling • Swearing • Not doing as they are told 	<ul style="list-style-type: none"> • Red card • Child loses next playtime or 15 minutes of lunchtime 	<ul style="list-style-type: none"> • Lunchtime supervisor dealing with the incident must inform the classteacher. • If a child is injured then the victim's parents/carer must informed.
Level 3	<ul style="list-style-type: none"> • 3 level 2 Red Cards in a half term • Child ignores Level 2 red card on same day • Riding scooters and bikes on school 	<ul style="list-style-type: none"> • Child loses playtime and lunchtime privileges for 2 days • If a child persists to be disruptive at lunchtimes then they may be 	<ul style="list-style-type: none"> • Teacher informs parent/carer of child carrying out poor behaviour by telephone (message will be left on answer phone if no person

	<p>premises</p> <ul style="list-style-type: none"> • Assaulting another child • Bullying • Stealing • Fighting • Rudeness towards a staff member (verbal abuse) • Vandalism/damaging property • Aggressive/derogatory/harassing behaviour or language • Lying about a member of staff • Discriminatory behaviour including racist, homophobic and sexist behaviour • Dangerous behaviour • Misuse of mobile phones on school premises • Sexual harassment or violence including intentional sexual touching without consent, sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, upskirting, online sexual comments, sexual messages, sharing of nude or semi-nude images or explicit content. (Please note – some of these may lead to suspension depending on the context of the behaviour). 	<p>withdrawn from that playground or the field to play somewhere else. This may be for up to two weeks initially but for longer if, when the child returns to their normal play area, the behaviour persists. This must be discussed with the headteacher before being actioned.</p>	<p>is available to talk to)</p> <ul style="list-style-type: none"> • In the case of any injury the parent is informed by the classteacher.
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Level 4	<ul style="list-style-type: none"> • 3 instances of Level 3 behaviour in one half term 	<ul style="list-style-type: none"> • Child is off playground for three days • Local Authority Behaviour Support may be considered 	<ul style="list-style-type: none"> • Parent is informed by letter • Teacher is responsible for ensuring this procedure takes place and recording
Level 5	<ul style="list-style-type: none"> • Where child is at risk of suspension due to behaviour (decided by headteacher) 	<ul style="list-style-type: none"> • Internal Suspension decided by headteacher. Child does not do work in normal classroom situation. Work is carried out in another part of school. • Local Authority Behaviour Support may be considered 	<ul style="list-style-type: none"> • Parent/carer informed by letter • Possible recording of concerns with Local Authority Behaviour Support
Level 6	<ul style="list-style-type: none"> • Children who are on level 4 or 5 and who do not respond positively to new behaviour strategies are considered for suspension • Behaviour resulting in suspension is covered in Staffordshire guidelines 	<ul style="list-style-type: none"> • Fixed term/temporary suspension (decided by headteacher) • This may take the form of temporary suspension at lunchtimes where the child will be sent home for lunchtimes to return to school at the beginning of the afternoon session. 	<ul style="list-style-type: none"> • Parent informed by letter by headteacher. (Refer to DfE Suspensions and Permanent Exclusion Guidance). • Headteacher informs Chair of Governors
Level 7	<ul style="list-style-type: none"> • Behaviour resulting in permanent exclusion is covered in Staffordshire guidelines 	<ul style="list-style-type: none"> • Permanent exclusion (decided by governing body) 	<ul style="list-style-type: none"> • Parent informed by letter by governing body (Refer to DfE Suspensions and Permanent Exclusion Guidance). •

The school recognises that some children's actions may be deemed as 'starting' an altercation but this leads us into the area of 'reasonable force' and retaliation. The school has a zero tolerance towards violent behaviour either in retaliation or defence and so all violent actions come under Level 3.