

CHARLTON HORETHORNE CE VA PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

*Children have a right to a primary education.
Discipline in schools should respect children's human dignity.
Article 28 - UNCRC*

The Purpose of this policy is to ensure that expectations of pupil behaviour are made clear and that behaviour across the school is continually and consistently managed.

This policy should also be read with guidance from the following Department for Education (DFE) documents:

- Behaviour and discipline in schools: a guide for head teachers and school staff (2012) ¹
- Screening, searching and confiscation: advice for headteachers, staff and governing bodies (2011) ²
- Use of reasonable force: advice for headteachers, staff and governing bodies (2011) ³

1. **Aim/Philosophy**

All behaviour is a form of communication: therefore our first response to change unwanted behaviour is to teach positive behaviour based in Christian values of forgiveness and reconciliation, in a calm and non-judgemental environment. Our aim is to learn to behave well because we want to, so that however old we are, we strive to be happy, secure, caring, truthful, fair and forgiving to each other. Only then will we be able to teach, learn and grow together.

2. **Why good behaviour is important**

Good behaviour is paramount to good education. As in any establishment, with many people and purposes, there needs to be a shared agreement to ensure the safety and smooth running of the establishment so that it may achieve its aims. At Charlton Horethorne, we want to make sure that our children enjoy school, as well as ensuring that every child grows socially, personally, emotionally and academically. Children are made aware of their rights as children and how they are responsible for these rights. The knowledge of their rights and responsibilities creates a shared agreement in the whole school and is shown in the school charter. The school charter ensures the children are made aware of the consequences of their own misbehaviours and ultimately, their learning. The charter operates alongside our ethos of assertive discipline, which rewards good behaviour and is based in positive attitudes. There is a shared hierarchy of consequences for inappropriate behaviour, which are dealt with by the class teacher. Consequences of more serious anti-social behaviour are referred to a member of the senior leadership team.

¹ <http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>

² <http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

³ <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-andgoverning-bodies>

At Charlton Horethorne, we discuss and familiarise ourselves with the UN Convention on the Rights of the Child (UNCRC) and how it links to taking responsibility.

3. **Principles**

- ❖ Children develop into independent learners by living in an atmosphere in which the rights and dignity of each individual is recognised and promoted and where positive relationships exist between all staff and pupils.
- ❖ The social, emotional and moral development of children is at least as important as their academic learning and achievements.
- ❖ Effective learning depends upon good behaviour and emotional maturity.
- ❖ Effective academic learning contributes to a sense of self-respect and self-esteem.
- ❖ Social and interpersonal skills can be taught like other learned behaviours such as learning to read and write.
- ❖ Everyone needs to agree to the high expectations being set. Everyone needs to be clear about what is expected of them; otherwise some individuals may be unsure about what behaviour is expected of them. These fundamental expectations apply throughout the whole school community, including parents.
- ❖ Praise is the most effective way to communicate value. A smile costs nothing! Rewards are important, but must not be confused with bribery (offering inducements for a person to behave immorally).
- ❖ It is vital to communicate non-confrontationally when a child's behaviour is unacceptable, showing respect for the child, but completely rejecting the behaviour.
- ❖ Behaviour management is based around positive relations built on mutual respect.
- ❖ Consequences need to be seen to be fair.
- ❖ Consequences will be fair and commensurate with the severity of the misbehaviour and used consistently across the school. There will be a clear hierarchy and range of consequences of which the whole community will have knowledge and understanding.
- ❖ Consequences are not used to humiliate individuals or applied indiscriminately to whole groups.
- ❖ Managing behaviour in school will only be effective if there are good parent/school relationships, where both parties work towards the same aim.
- ❖ All staff and governors demonstrate the high standards of behaviour that are expected of the pupils. High expectations must be applied consistently by every member of staff.

4. **Behaviour Management and the teaching of good behaviour**

- **Teaching appropriate behaviour.**

This will be taught both as a specified part of the PSHE curriculum, taught by adults in all their interactions with children and others. Within this teaching, it will be necessary to differentiate to support those pupils who find it difficult to learn appropriate emotional and social behaviours.

One way of promoting positive behaviour is to provide learning activities which raise self-esteem. These are planned into the curriculum using a system of circle time through whole class and group activities and through work linked to Rights and Responsibilities.

The school will encourage positive attitudes from children by providing an environment that encourages these, e.g. motivational posters.

Individual children are chosen for specified roles and responsibilities, e.g. collective worship.

The school has a whole school charter.

At our school everyone has the right to learn together through friendship and faith in a supportive and positive environment. Everyone can feel respected and safe and learn without disruption.



We have the responsibility to:

1. Respect everybody and everything
2. Use kind hands and kind words
3. Be polite and courteous and remember our manners
4. Follow instructions straight away
5. Listen carefully and only speak when it is our turn
6. Tell the truth
7. Be good role models to others
8. Take pride in all we say and do



• Rewards

The school has a consistent hierarchy of positive consequences valuing appropriate behaviour and all children work towards being a 'Charter Champion'.

All children will start each day in the Gold rectangle. The children will remain in Gold for following the school charter. Adults will help children stay in the Gold by being positive and using positive behaviour strategies.

At the end of each day, every child will be rewarded for staying **Gold**. They will be rewarded by:

- Receiving a smiley face stamp on their charter chart
- Charter charts will then earn a pin badge

30 charter stamps = a bronze pin badge

60 charter stamps = a silver pin badge

120 charter stamps = a gold pin badge

180 charter stamps = a special badge to wear

Each child is allocated to a 'house'. Children will be given house points for excellent work. The winning team of the house points are awarded a head teacher's treat.

Children will also be rewarded for their behaviour, effort and attitude during the weekly Friday celebration collective worship. The certificates issued include:

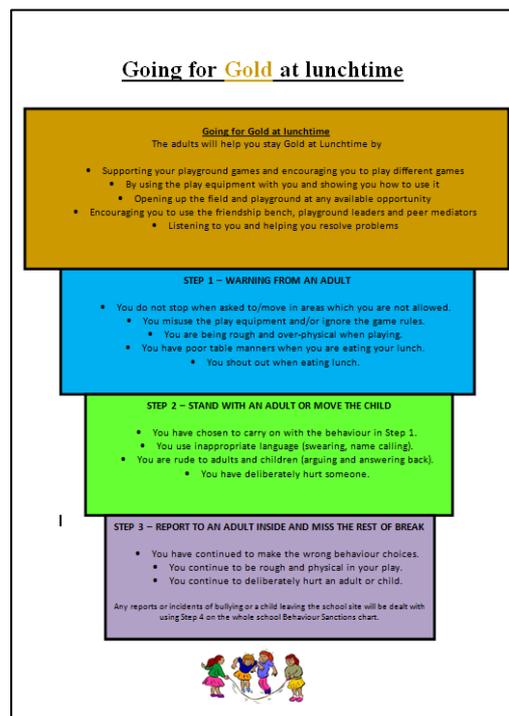
- Star of the week

The head teacher has the facility to issue the head teacher award for exceptional work or behaviour.

• **During Lunchtime**

Good standards of behaviour and discipline must continue through lunchtimes. LTSA's and teachers liaise about children and their behaviour targets to ensure continuity and consistency. LTSA's promote behaviour by following the school behaviour reward system.

Middy assistants will deal with minor misbehaviour by following the 'Going for Gold' at lunchtime consequences sheet and report it verbally to the class teacher if they feel it is appropriate. (Second phase: September 2018 – children to generate "rules" for playtimes and the lunch hall).



- **Playground**

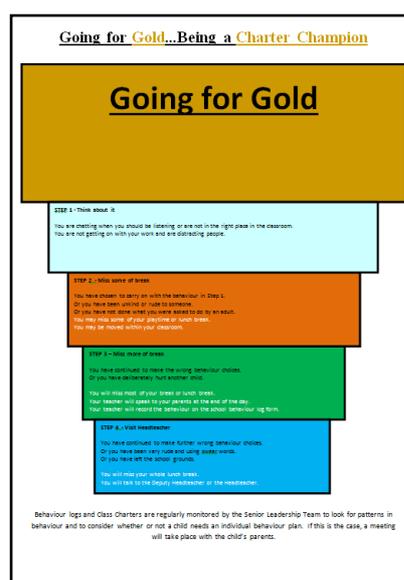
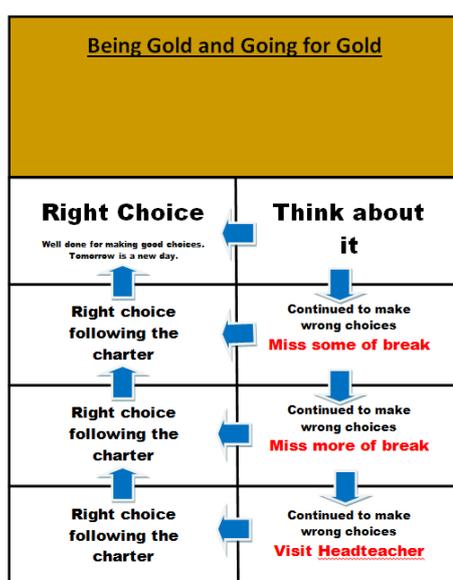
During lunchtimes, both playgrounds and the field will be used. There will always be at least 2 adults outside.

Children in the playground should be taught and encouraged to play playground games. By developing and encouraging playground games and appropriate use of small play equipment, it will promote positive behaviour by giving the children a focus and purpose to lunchtime.

5. Discouraging In-appropriate Behaviour

The school has a clear hierarchy of consequences and it is shared with the children and families. The hierarchy of consequences is on posters displayed in the classroom and children's names are added to the poster.

Children who decide not to follow the charter will move through the consequences steps. Children can move back towards the Gold rectangle through the day but they cannot return to Gold for a chart stamp. They will stop at Right Choice. Each day is a new start and the names of the children are removed from the board.



In the case of severe behaviour, the child moves straight to step 4, as appropriate.

Children will be reintroduced to the hierarchy of consequences at least at the beginning of every academic year, through focused use of age appropriate activities, such as stories, role-play, and discussion. Consequences are not applied indiscriminately to whole groups of people.

Class teachers concerns about individuals may be discussed with parents' informally/formally at a point in order to share concerns, ideas and to be supportive of each other's strategies.

6. Confiscation

School staff can seize any prohibited item found as a result of a search. They can

also seize any item, however found, which they consider harmful or detrimental to school discipline.

7. Searching

Headteachers and staff authorised by the Headteacher have a statutory power to search pupils or their possessions without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Images deemed unacceptable by the SLT (eg Pornographic, Violent or Racist images)
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of any person (including the pupil)

8. School uniform

Our policy on school uniform is based on the notion that school uniform:

- Promotes a sense of pride in the school.
- Engenders a sense of community and belonging towards the school.
- Is practical and smart.
- Identifies the children with the school.
- Makes children feel equal to their peers in terms of appearance.
- Is regarded as suitable wear for school and good value for money.
- Is designed with health and safety in mind.

| Girls | Boys | PE kit – all children |
|--|---|--|
| <ul style="list-style-type: none"> • Grey coloured trousers, skirt or pinafore dress • Summer dress (in appropriate weather) • Polo-shirt –white and preferably with school logo • School colour red jumper or cardigan preferably with school logo • School fleece/coat with school logo (optional) • Socks – grey or white • Tights – grey • Black school shoes. | <ul style="list-style-type: none"> • Grey trousers or shorts • Polo-shirt –white and preferably with school logo • School colour red jumper preferably with school logo • School fleece/coat with school logo (optional) • Socks – grey • Black school shoes. | <ul style="list-style-type: none"> • Black shorts/skort • Red t-shirt with school logo • Daps or trainers • Jogging bottoms (black) <p>All PE kits should be named and in school at all times.</p> |

All clothing should be clearly labelled with your child’s name. This is especially important, as uniform items look similar and can easily be confused for another child’s. The school cannot accept responsibility for any lost items.

9. **Jewellery & Hair Accessories**

Children should not wear jewellery to school, this includes tattoos and nail varnish. An exception will be made for pierced ears (for safety reasons, only small silver or gold studs may be worn) or if the jewellery is of religious or medical significance. Please see your child's class teacher if this is the case.

Children with long hair should wear it tied or clipped back for school. Hair accessories should be discreet and ideally in school colours. For example, hair bands or hair ties should be plain red. No tramlines or hair patterns are to be worn cut into the hair.

10. **School Trips**

Teaching staff will explain the behaviour expectations for pupils to both pupils and parents prior to going on a school trip. School rules for looking, listening, following instructions and respecting people and property will still apply. Systems for providing consequences and rewards will also be established prior to the visit. Risk Assessments are completed and logged by members of staff and submitted to the Educational Visits Coordinator for approval prior to the visit. See Educational Visits Policy.

11. **Bullying or unacceptable Behaviour Outside School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

This power can relate to any bullying/behaviour incidents involving a pupil from the school occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying or poor behaviour outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or relevant persons in the Local Authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. See also our Anti Bullying Policy.

12. **Liaison with parents and other agencies**

It is vital that parents are kept informed of the school approach:

There will be a letter to parents each September in a format accessible to all, which informs them of the school procedures for acknowledging appropriate behaviour.

The standard of behaviour expected of all children is included in the home school agreement. A new agreement is signed each academic year by every child, family and the school.

If a child has behaviour difficulties, it is the role of the class teacher to meet with parents and discuss concerns at school and home, so that shared knowledge of the child can be used to develop possible strategies. If the problem persists a meeting may then be arranged with the parents, class teacher and SENCO.

Children are referred for outside agency support as deemed appropriate by the class teacher and SENCO.

13. **Role of Governors**

The Governing body has the responsibility of setting down these general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The Governors monitor how the guidelines are being implemented through the Headteachers termly report and by reviewing the reporting of incidents.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular discipline issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Chair of Governors is informed of all exclusions. It is the role of the governors Pupil Discipline Committee to consider the reinstatement of any pupil who has been permanently excluded by the Headteacher.

14. **Exclusions and Restraint**

The School follows County policies for restraining and excluding children when necessary.

Date Established: May 2018

Date for Review: September 2019

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

| | | | |
|------|-------|----------|------|
| NAME | D.O.B | IBMP No. | DATE |
|------|-------|----------|------|

| |
|--|
| Key behaviour difficulty |
| What we wish to see instead (Specific, Measurable, Attainable, Realistic, timescale) |
| How (pupil) can help |
| How parents/carers can help. |
| How school can help (prompts, management strategies) |
| Way of celebrating |

The understanding of behaviour.

Environmental changes which may help

Personal Development Programme

Provision Needed (staffing/activities/equipment/other agencies)

Monitoring arrangements (who? how often?)

| Date | Outcomes | Action Arising |
|------|----------|----------------|
| | | |

IBMP completed by

.....

Appendix 2

BEHAVIOURAL ENVIRONMENT PLAN

BEP No.

Lead Teacher: Date
.....

Behaviour Causing Concern

Relevant Factors in the school environment (from Behavioural Environment Checklist).

1.
2.
3.

Aim of BEP

| Actions | By Whom | When |
|---------|---------|------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

Method of Evaluation By Whom When

Review Date

.....
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