

Charlton Horethorne CE VA Primary School



BEHAVIOUR POLICY

At Charlton Horethorne CE VA Primary School we promote the highest standards of behaviour throughout the school and encourage respect for others and our environment. To achieve this we:

- Have agreed that the values of Love, Forgiveness, Respect, Honesty, Perseverance/Courage and Fairness will underpin all our work and relationships.
- Ensure a consistent approach from all adult members of the school community in order to maintain effective discipline.
- Have consistent expectations and all members of staff must be proactive in requiring all pupils to make good behaviour choices in class and elsewhere in our school.
- Work with Parents to ensure that their child is well behaved at school. The school has a 'Home – School Agreement' which parents and pupils are required to sign.

At Charlton Horethorne we believe that values led relationships, along with quiet but firm discipline are seen as the basis for good social behaviour and encourage a happy, caring Christian atmosphere.

Policy Objectives

- To create the conditions in which effective learning can take place and in which there is mutual respect amongst members
- To instil in pupils high standards of behaviour based on our key values, self-respect and respect for the rights of others and their environment
- To secure a consistent approach to the maintenance of discipline throughout the school
- To develop self-discipline in pupils
- To enable pupils to become valued members of the wider community.

Practices to ensure positive behaviour in school

Appropriate Teaching

Unacceptable behaviour in the classroom can arise from inappropriate teaching content or method. Teachers are advised to ensure that they are providing appropriately differentiated work as well as adopting appropriate intervention strategies.

Attitudes and Expectations

A positive approach to behaviour is more effective than a negative, confrontational one. Expectations and boundaries should be set early. Once these are established positive discipline should be exercised. Good behaviour should be the expectation and generously rewarded with praise. Children should be reminded of rules and expectations regularly. When speaking with children, it is important to separate the child from the behaviour (it is the behaviour and not the child which is unacceptable).

Empty threats are an incentive to further poor behaviour and should never be used.

Routines

It is important that daily routines and requirements are approached consistently throughout the school so that children know what is expected of them. Visual timetables are to be used in all classes.

Adult Responsibilities

Incidents arising outside lessons should be dealt with initially by the staff observing them and, if necessary, passed to the appropriate member of teaching staff. **All adult** members of the school community should regard themselves as being “on duty” at all times and should model appropriate behaviour and never allow minor misdemeanours to go unchecked.

Rules

All groups need guidelines in order that each person knows what is or is not acceptable behaviour. In this school we have three types of rules:

a) School Rules.

These are displayed around our school for everyone to follow:

- we try our best at everything we do, as individuals and as a team
- we are honest and respectful
- we are sensible in and around school
- we are kind and helpful to each other

b) Classroom Rules.

These are decided by each class at the beginning of the academic year and are signed by all adults and children in the class and displayed in their own room. The adults and pupils try to ensure that these rules are followed by the members of their class at all times.

c) General Safety Rules to ensure the safety of the pupils.

- Pupils should not go to unsupervised areas inside or outside without permission.
- Pupils should walk when inside the building.

Please refer to subject policies for specific safety guidelines e.g. PE, DT, ICT.

Preventative Actions

Assemblies, “Circle” Time and PSHE (Personal, Social and Health Education) activities and class or group discussions are planned into the curriculum framework to give children the opportunity to develop social skills and emotional intelligence, to look for solutions to behaviour issues, to reinforce acceptable behaviour and to identify/ recognise/ develop positive personal qualities.

Celebration assemblies enable positive actions and good work to be praised and rewarded. Emphasis is placed on developing the values of the school through team/group activities and highlighting displays of good manners and kind actions.

Children are to be encouraged to resolve their own issues and are encouraged to tell their class teacher or adult in charge if they are unable to deal with any problem themselves.

Working with Parents

We actively encourage good relationships with parents to ensure problems can be dealt with quickly and effectively.

This policy will be shared with parents and copies sent home on an annual basis.

We are an 'Anti-Bullying' school and we have an Anti-Bullying Policy.

Transition into school and between classes

Careful transition is planned for all children as they join and move through our school. This includes pre-school visits, play sessions and parents' meetings. Class teachers liaise carefully as children move from one class to another, passing on verbal and written information. Children meet their new teacher (if possible) and class in the Summer Term, in readiness for the following September. Transition from Y6 to Y7 is carefully managed with exchange of information teacher – Head of Year, pupil visits and additional preparation sessions for vulnerable pupils.

6. Intervention

For children with social/ emotional/ behavioural difficulties, appropriate intervention programmes are available including SEAL (Social and Emotional Aspects of Learning) group activities and anger management sessions. These are usually delivered by qualified Teaching Assistants. A number of agencies are available to support vulnerable children and individuals facing difficulties including the PFSA, CAMHS and SEBSS

Rewards to be used in school

The following are used to celebrate our values in action, positive behaviour and raise self-esteem.

- Verbal praise and smiles are used continuously.
- House points – Children are allocated to one of four teams. Each class, and therefore the whole school, includes approximately the same number of children in each team with a balance re gender. Team points are given by all members of staff and recorded in each class. The House Cup is awarded half termly to the house with the most points. The reward for winning the cup is 15 extra playtime.
- Stickers – these are given to children by the class teacher or support staff when their work is deemed to be of a high standard or where a significant effort has been made. Stickers are also used to reward values in action, good behaviour, good manners, helpfulness etc.
- A special sticker or award is given by the Head Teacher if a child's actions/work warrants additional recognition. In addition to this, a celebration postcard may be sent home to parents in recognition of exceptional work, behaviour and effort.
- Individual class teachers will use a variety of other strategies according to the age/needs of the child or class.
- Showing work – children who do well are encouraged to share their work with their peer group, class helpers, buddies, other staff in the school and in assembly.
- Parental involvement – parents are informed of good behaviour and work by the class teacher to allow them to share in the celebration of their child's success and help to reinforce positive attitudes. Children are encouraged to show work to their parents e.g. bring them in after school to see a model they have made. In some cases a piece of work may be photocopied for the child to take home to show their parents.
- Certificates awarded during Celebration Assembly.

Many of the above rewards relate to good work as well as good behaviour. Activities in these areas must be closely related if every child is going to achieve his/her educational potential in a caring environment where all members have respect for one another and work together.

Sanctions to be used in school

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves. In addition to a reprimand and contacting parents, pupils may be removed from class, lose privileges, miss break times, have items confiscated or be given a detention at lunch time, after school or at weekends. The decision to impose a detention and arrangements for the detention are made by the Head Teacher. See DfE 'Behaviour and Discipline in Schools : A guide for Head Teachers and school staff'

Minor misdemeanours are normally dealt with at the time of incident by the class teacher or adult in charge and sanctions relate to the task/activity. This may involve a visual warning such as a frown, a verbal warning, withdrawal from the particular activity, isolation from other pupils or a task to "repay" action e.g. flicking paint – child stops activity and has to clear up mess.

Personal injury to another child requires a personal apology. This is verbal one to one and may also require a letter of apology to the injured child or child's parents.

Damage to another child's belongings requires either a personal apology or written apology to the child or parents of the child whose property has been damaged.

If the damage is to school property the child, in the case of small items e.g. pencil, is asked to replace the item or bring sufficient money to replace it. In the case of an expensive item parents will be consulted and a contribution towards the cost of repair or replacement is requested.

Major behaviour problems/ Serious incidents are brought to the Head Teacher attention immediately . In the case of a serious incident e.g. deliberately causing injury to another child/person or throwing furniture, parents are informed immediately. If the behaviour is persistent a meeting will be arranged with the child's parents and the possibility of setting up a support programme possibly involving the SEBSS Behaviour Support Team and other outside agencies.

If a child's inappropriate behaviour is out of character or persistent the class teacher will notify the Head Teacher and talk to the child's parents. If necessary a plan of action is set up e.g. parents to meet teacher weekly to discuss progress. The class teacher must also inform other staff if it relates to playtime or involves particular groups of children. In the case of continuing problems the class teacher and/or Head Teacher and/or SENCO (Special Educational Needs Coordinator) will liaise with parents to implement further strategies. SEBSS and other outside agencies may be involved where appropriate. Individual children with social/ emotional/ behavioural difficulties may have specially devised behaviour plans, including break and lunch time plans, with personalised rewards and sanctions.

"Blanket" punishments are deemed to be inappropriate. It is never acceptable to humiliate a child.

Lunchtimes

Behaviour Book is used to monitor incidents of unacceptable behaviour at lunch times. If a child's name is written in the Behaviour Book three times in a term, the child must miss a lunch time play and earn back 5 minutes at a time. The Head Teacher will be informed.

Behaviour Support Programmes for Children

It may be necessary to establish an individual support programme for pupils who have severe behavioural and/or emotional problems or needs.

Before a programme is set up the following actions should be taken:

- Classroom behaviour is monitored
- Medical history is checked
- Learning assessments to highlight educational need are reviewed
- The setting up of the programme is discussed with parents

Setting up a programme:

- Any learning difficulties are reviewed, particularly literacy skills, which may be affecting behaviour – TA support may need to be provided. Disapplication of the National Curriculum may be required in extreme cases.
- Individual programmes will set out key targets and will identify rewards and sanctions. Each programme will require at least a termly review.
- Specialist help will be required from outside agencies such as the SEBSS or CAMHS
- “Buddy” support may be considered – another child or group of children are asked to support the child with problems.
- A change of class or school may be considered or placement at a specialist resource provision.

The support programme must be discussed with parents. All members of staff involved with the pupil are made aware of the programme and its contents to enable a consistent approach to the targets set. The Chair of Governors is informed of any pupil with an individual programme and kept informed of their progress.

If extreme behaviour continues, parents will be informed of the procedures for exclusion.

Exclusion will only be considered in the following instances:

- Where there has been a serious breach of the school’s discipline policy
- A range of strategies have been tried and these have failed
- The pupil is seriously at risk of harming him or herself or other pupils or is affecting the welfare and education of others

In the case of exclusion, the procedures laid down by the DfE and Local Authority are to be followed.

Racial Incidents

All incidents of a racial nature are taken very seriously and are dealt with according to Local Authority guidelines as follows:

- Incident is investigated with all who are involved, including witnesses, and a record is kept
- Incident report is completed
- Incident report sent to Local Authority
- Parents of victim and perpetrator are informed.
- Education is provided and sanctions are put in place where necessary.

Bullying

The Anti-Bullying Policy is to be read alongside this policy.

Behaviour beyond the school gates

We are aware of our power to discipline beyond the school gate and we follow up incidents of unacceptable behaviour, by our pupils, when such incidents are brought to our attention. The police are always informed of behaviour which is criminal or which poses a serious threat to a member of the public.

Restraint / Use of reasonable force

Staff should be aware of the DfE's 'Use of reasonable force : Advice for Head Teachers, staff and governing bodies and the Local Authority's 'Policy on Positive Handling and the Use of Reasonable Force'. A copy is available in the staff room. A risk assessment must be completed where children exhibit extreme behaviour. Children who have been identified as presenting a risk must have a positive handling plan. Staff who are expected to use planned physical intervention techniques should be trained.

Physical intervention:

- may be in the best interests of the child
- should be avoided unless it is absolutely necessary
- should, if circumstances and time allow, be preceded with a verbal warning
- must be reasonable and proportionate.

All staff who have control of pupils during the school day or come into contact with pupils may use reasonable force to control or restrain a pupil who is:

- a) At risk of injury to themselves
- b) Has caused or is likely to cause injury to another pupil (fighting) or themselves or member of staff (attacking).
- c) At risk of significant deliberate damage to property
- d) Behaving in a way that is compromising good order and discipline
- e) At risk of causing injury through rough play or misuse of materials or objects
- f) Absconding from class/school
- g) Persistently refusing to leave a classroom/teaching area
- h) Seriously disrupting a lesson

Parent/class helpers are made aware of restraint procedures but unless they are working away from the class teacher should not intervene physically except where the pupil is seriously at risk of endangering themselves or others. If a pupil working with a helper demonstrates unruly behaviour the class teacher should be told immediately and the child returned to class.

Physical intervention may involve: **holding or guiding and, in extreme cases, more restrictive holds.** Physical intervention may cause minimal discomfort and there is the possibility of accidental injury. Physical intervention must never involve: slapping, pinching, kicking, twisting or forcing limbs, tripping up, holding or pulling hair or ear, holding face to ground or holding around the neck. Staff must avoid touching or holding a pupil in a way that might be considered indecent.

Any incident where restraint is used should be recorded in the Safeguarding Book within 24 hours of the incident. This is kept in the head teacher's office.

Policy agreed

Reviewed : Annually in July in readiness for the next academic year.