



Behaviour Policy

'Challenge, Nurture, Respect'

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BEHAVIOUR POLICY

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Review Due: March 2023

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

BEHAVIOUR POLICY

Good behaviour is actively sought by each member of the school. Our chances of success and happiness, both in school and in the future, depend considerably upon the ability to demonstrate self-control and to make responsible choices regarding behaviour. From a very early age we all make choices about our behaviour, understanding the differences between right and wrong. People can, and usually do, choose to behave well. However, when they do misbehave they are making a conscious choice to do so. A cornerstone of success is the manner in which we are all involved in ensuring the right choices are available and supported. To ensure a positive learning environment, we recognise that all members of the school must accept responsibility for their own behaviour and for correcting misbehaviour. For this to work, there has to be cooperation, communication and consistency for pupils, parents, staff and governors.

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To apply consistent expectations and guidance to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property. This will be done throughout the curriculum but specifically in PSHE, citizenship.
- To encourage children to accept responsibility for their own behaviour and to correct misbehaviour
- To highlight and promote models of good behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious incidents and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner to improve behaviour

The role of the Student:

The pupils have a central role in the development of his/her own self-discipline.

- Through negotiation and discussion pupils are given choices, which help them to develop a sense of responsibility for their own behaviour
- Pupils participate in setting their own achievable targets

- Pupils are encouraged to discuss their problems in confidence with a member of staff with whom they feel secure, normally in the first instance their class teacher.

The Smart Code has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

The SMART Code is displayed in all classrooms and around the school.

SMART CODE

Speak politely and listen carefully

Make school enjoyable for everyone

Act safely

Respect and care for each other

Tell someone your worries

Rewards

A major aim of the school policy is to encourage children to behave well by operating a system of praise and reward. This is for all children.

House Points

Through our House Point system children can be rewarded for academic and non-academic achievements e.g. following the SMART Code, for effort and for being caring, and for all aspects of good work and behaviour. The winning house will Year 6 will be responsible for collecting the house point totals each week. The school council help the houses decide what they would like as their prize each term.

Class Rewards

The children can earn ping pong balls for collectively working well as a team. When the jar is full, pupils can choose a class reward such as watching a film.

Other Incentives

During our Friday Assemblies we will award our STAR of the week certificate to one child in each class.

Reward cards, praise pads and postcards home are also sent home to one child in each class who has a particularly positive day in school.

Everyone responds well to positive praise, where their efforts are seen to be valued, and make considerable efforts to improve their work, and their behaviour. Individual Class teachers will also have systems in place which encourage positive behaviour.

Challenge Nurture Respect: School council reward system

Incentive stickers are available to everyone who try exceptionally hard, support others and are great role models for their peers. These stickers can then be added to the 'Challenge Nurture and Respect' reward card. The school council are responsible for opening the shop each week at which the card (when complete) can be exchanged for prizes.

Sanctions

We expect children to follow the SMART Code at all times and we refer to it regularly, particularly when we are correcting behaviour. However, there are times when children may behave inappropriately. Children need to know the boundaries of acceptable behaviour. This is all part of growing up. These boundaries are firmly and clearly outlined below.

As a school we follow the Paul Dix principles of behaviour. Minor breaches of discipline are generally dealt with by the class teacher or member of support staff in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will have consequences.

Tiered sanctions allow the teachers and support staff to remind children of positive expectations and the opportunity for the children to take responsibility for the choices they make and move forward. For many children the 1st step (a verbal warning) is enough to encourage children to do this. However, at time this will need to be followed by other steps in the Paul Dix principles. These are as follows:



1st Warning

I saw/ heard you choose to.....
This is a verbal warning
You can now make the right choice
Thank you for listening



2nd Warning

I saw/ heard you choose to.....

This is a written warning that goes in the class behaviour book.

Think carefully about you next choice, you are in charge of your behaviour and can make the right choices

Thank you for listening



3rd Sanction –see teacher at the end of the lesson

I saw/ heard you choose to.....

This is the 3rd time I have had to speak to you. You have chosen to lose time for the lesson. (Pupil's name) do you remember when? ...(model of previous good behaviour) That is the standard of behaviour I expect from you.

If you choose to break the rules again you leave me no choice but to send you to the reflection room
Think carefully about your next choice, I know you can make the right choice.

Thank you for listening



Reflection Room

I saw/ heard you choose to.....

You have chosen to go to the reflection room at lunch where this can be discussed calmly.

Parents will be involved at the earliest possible stage. Class teachers will make contact with parents if they are concerned about persistent low level behavioural issues. Children may then be placed on a report card to monitor the situation with the parents' support. The report card will be signed by the Headteacher, Deputy Headteacher or member of SLT.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, defiant refusal and disruptive behaviour in class which impacts on learning and teaching. This type of behaviour is generally rare and it is the responsibility of the Headteacher, Deputy Head or other members of the SLT to deal with this, particularly if the problem keeps recurring.

Procedures for Dealing with More Serious Incidents

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct

- Withdrawal from the classroom for a session or the rest of the day

- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.

- Permanent exclusion after consultation with the Governing Body

- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Children may have an individual behaviour plan which can be introduced at anytime and is reviewed daily by the Headteacher or another member of the SLT.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then positive handling can be used. The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents. We have staff trained in Team Teach.

Leaving the classroom or school grounds without permission

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If parents cannot be contacted, the police will be informed that a pupil has left school and is at risk.

The role of the Parent:

In our home-school agreement, expectations are clearly outlined to the parents of prospective pupils prior to admission to the school.

- We expect that parents/carers will support the school's Behaviour Policy
- We expect that parents/carers will support their child by agreeing to discuss any problems that arise and the school by working as a close partnership between parents, teachers and children
- To attend Parents' Evenings, parents functions and by developing informal contacts with the school.
- Discuss the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- To recognise that learning and teaching cannot take place without good behaviour being in place
- Remember that staff deal with behaviour problems patiently and positively

The role of staff:

Staff have a responsibility to model high standards of behaviour when dealing with pupils and each other.

Staff will:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on respect and understanding the needs of others
- Ensure fair treatment for all
- Provide guidance on improving standards of academic and behavioural performance
- Respond positively to efforts made by pupils when they are genuinely trying to change their behaviour
- Start each day with a clean slate
- Teach routines that will develop into good future habits

All pupils and staff have the right to work to potential, free from disruption, abuse or threat. Therefore it is the responsibility of all school staff to ensure there is a consistent approach to managing student behaviour and that disruptive incidents are effectively prevented and, when necessary, dealt with. The school promotes an ethos of positive behaviour management.

Lunchtime Supervision

The SMART Code applies at all times of the school day.

Staff on midday supervision are to ensure that all children are behaving appropriately in line with the whole-school behaviour policy and the Paul Dix dialogue guidelines. Usually this consists of reminding children of the standard of behaviour expected. All staff must be treated with the respect expected by all children. Verbal or physical abuse will not be tolerated. In the most extreme cases, persistent misbehaviour at lunchtime will be brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

The Zones of Regulation and Self Regulation

The zones of regulation are a research based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best.

When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND, SEMH needs.

In order for a child to be ready for learning they need to be able to self regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self regulate. The Zones of Regulation helps children to identify their feelings through the use of colours, blue - sad, sick, tired, green, happy calm, ok, yellow - frustrated, worried excited, red - mad, angry, out of control. With adult support children will learn to use their 'tools' to self regulate.

The zones are used not only for key children but for all children, adults and parents as a model to self regulate emotions.

This is being trialled with a group of children 2019/2020 ready for whole school implementation 2020/2021

EXCLUSIONS

When a pupil is excluded by the headteacher, the parent must be notified immediately, ideally by telephone followed up by a letter. When the parent must be notified in writing depends on when the pupil is excluded.

Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of that day.

Where the pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session.

Where the pupil is excluded in the afternoon session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

Notices must be in writing and must state:

- a) for a fixed period exclusion, the precise period of the exclusion;
- b) for a permanent exclusion, the fact that it is a permanent exclusion;
- c) the reasons for the exclusion;
- d) the parent's right to make representations about the exclusion to the Governing Body and how the pupil may be involved in this;
- e) the person whom the parent should contact if they wish to make such representations (this will usually be the Clerk to the governing body);
- f) the school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so;
- g) the arrangements made by the school for enabling the pupil to continue his or her education during the first five school days of an exclusion, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school;
- h) the school days on (or school day from) which the pupil will be provided with alternative suitable full time educational provision and will be required to attend such alternative provision. Separate notification of these details can be sent later if more time is needed by the school or LA to make arrangements; in the case of a fixed period exclusion the parent must be given this information in writing at least 48 hours before the education is to be provided. In the case of a permanent exclusion, on receiving details of the provision, its location, start times and transport arrangements if appropriate, from the relevant local authority, the head teacher should advise the parents in writing and confirm to the local authority that these details have been passed on.

Reintegration Meetings:

The pupil will normally attend all or part of the interview, which will be conducted by the Head Teacher, or a senior member of staff. Other professionals will be present if appropriate. The purpose of the interview whilst assisting the reintegration of the pupil provides an opportunity to:

Stress the need for the school and parents to work together to improve the child's behaviour

Reinforce the behaviour that Chorley New Road expects from its pupils

Discuss how the behaviour problem can be addressed

Explore wider issues which affect the child's behaviour

Reach agreement how best to continue the education of the child and how further misbehaviour can be prevented and consider whether an IBP needs to be written.

The interview will be held on the first day that the pupil returns to school. One parent is expected to attend and in the case of non-attendance, a record will be kept. The interview will be held on the school site and at a time convenient to the parent if possible. This may not necessarily be on a school day. The date and time will be set out in the exclusion letter. But notice must give six days warning before the agreed date of the reintegration interview.

A parent's failure to attend the interview is not a sufficient reason to refuse to readmit the child. Such a failure will be recorded together with the reasons and might be used if a parenting order is being considered.

All exclusions will be formally recorded.

A lunchtime exclusion counts as a half day and this should not last for more than a week. Parents, of course, may decide by themselves to allow children home at lunch time if the child is regularly in trouble at that time. They must not however, be encouraged or coerced to do so.

Provision of Appropriate Pupil Work/Education

Chorley New Road School will provide suitable work for first 5 days of exclusion and will arrange for this work to be marked. Parents are responsible for making sure that the pupil is not in a public place during this time. This also applies to permanent exclusions. Parents may be prosecuted or given a fixed penalty notice. Parents will be informed of their responsibility immediately they are informed of the exclusion. For the sixth day or more of fixed term exclusion the school will provide full time education. This must be off the school site. In the case of permanent exclusion this requirement applies to the LA. All schools are expected to provide alternative provision for Looked after Children.

Parental co-operation

If a parent refuses to co-operate with exclusion by sending the pupil into school, or refusing to collect their child when asked; consideration must be given to the child's safety. Exclusion will not be enforced if it puts the safety of the child at risk.

If we are unable to resolve the issue, Chorley New Road School will seek the advice of the LA. Police or Community Support Officers may need to become involved. In cases of persistent lack of cooperation, which affects the behaviour of the child, the school and the LA may consider applying for a Parenting Order.

Notification of Exclusions

Permanent exclusions	All reviewed by governors
Exclusions which would result in the pupil being excluded for more than five days or ten lunchtimes in any one term	Reviewed by governors if parents request this.
Exclusions which would result in the pupil missing a public examination eg Statutory Assessment Tests in Year 6	All reviewed by governors

Governor review may be delegated to a committee consisting of at least 3 governors. The LA must make arrangements for an Independent Appeal Panel to hear parental appeals against permanent exclusions.

Pupils with Special Educational Needs:

Chorley New Road School endeavours to ensure that pupils with special educational needs or statements are not excluded. However, circumstances may arise in which the school considers that all courses of action to support the pupil have been taken and therefore when a pupil's behaviour is considered to be very serious, a fixed term or permanent exclusion may be unavoidable.

Pupils with a Disability:

If a disabled pupil is excluded for a reason connected with the disability, this is considered to be less favourable treatment. Comparison between the disabled child and other children is made and consideration whether a pupil without the disability would have behaved in that way. **The comparator is a pupil who is not disabled and who has behaved properly not a pupil without the disability who has behaved improperly.**

We endeavour to ensure that racial equality is observed in the area of exclusions as in other areas of school life.

Where the parents of an excluded pupil do not speak, or have a good understanding of, English, correspondence and documentation relating to the exclusion will be translated into their mother tongue. In such cases our school and/or LA will arrange for an interpreter to be present at any meetings with the parent about the exclusion. Arrangements for disabled parents will also be made.

Complaints

The Governing Body has a general complaints procedure. If a pupil or parent feels that the measures or sanctions in the behaviour policy are unfair, or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. It is usually best for issues to be resolved informally, but parents and pupils are made aware of their right to make formal complaints about disciplinary (and other) matters, and we have proper procedures to deal with such complaints, including means of redress if the complaint is upheld. We regularly review how complaints can be managed within the school, including procedures for escalating to governors, the local authority or other agencies as appropriate

Where a pupil is found to have made a false or malicious allegation of abuse against a member of school staff (or indeed another pupil), this is a serious matter on which the school will take appropriate action.

MONITORING

Any individual incidents of poor behaviour will be detailed in the class behaviour book.

Any missed breaks/lunchtimes will be recorded in behaviour book, this information will be monitored for patterns in a termly basis.

Exclusions will be recorded on SIMS

The HT will monitor the above on a termly basis.

Equality

We as a school community we have a commitment to promote equality (race, gender identity, religion, sexual orientation), everyone will act with courtesy and respect for each other at all times and pupils have the right to learn in a safe environment.

Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

LINKS TO OTHER POLICIES

Safeguarding

PSHE

Learning & Teaching

Anti-bullying and harassment

Care & Control

Home School Agreement

Exclusion advice DFE

SEN

Staff code of conduct

Single Equality Plan