



Policy:	Policy for Behaviour (Including Behaviour Guidelines)
Policy Date:	Spring 2020
Review Cycle:	Annually
Reviewer:	Standards Committee
Approved:	
Next Review:	Spring 2021

‘This is a hugely inclusive school where the Christian ethos ensures that all thrive, both academically and socially.’ SIAMS Report, December 2015.

As a school we believe that ‘every child is unique in the eyes of God’; we learn to live alongside each other; supporting, nurturing and collaborating with one another.

Our aims:

- To follow a consistent whole school behaviour policy, rooted in our core values of love, courage and fellowship.
- To ensure the development of the whole child, supporting them in building a sense of community, through a values led approach.
- To apply the policy in a nurturing, safe ethos, enabling effective teaching and learning to take place for all children.
- Reward good behaviour consistently and age appropriately.
- Ensure that pupils are supported in thinking about how their behaviour affects others and learn from this.

Our core Christian values of Love, Courage and Fellowship underpin everything we do. Our school, and class charters are framed around these values.

‘Be kind, never give up, and work together.’

Love:

- Show love to each other through small acts of kindness.
- Encourage others with kind words and actions.
- Remember that God loves us and we should love ourselves and the world around us.

*‘Let all that you do, be done in **love**.’ 1 Corinthians 16:14*

*‘Be strong and **courageous**; do not be frightened or dismayed, for the Lord your God is with you wherever you go.’ Joshua 1: 5-9*

*‘If we walk in the light as He himself is in the light, we have **fellowship** with one another...’ 1 John 1-7*

Courage:

- Be ourselves.
- Stand up for what is right.
- Respect each others' differences.
- Persevere even when things are difficult and encourage others to do the same.
- Try new things that challenge us and even when faced with a difficult choice, we try to make the right choice.

Fellowship:

- Learn to live together and collaborate with one another, whatever our differences may be.
- Encourage everyone to feel valued and to value the differences in others, both in our school community and wider afield.
- Think about how our actions may affect others.
- Encourage courageous advocacy for the things which we believe in and seek to find ways to support our world in becoming a better place.

Restorative Practice

As a Church school, we use Restorative Practice approaches to help improve behaviour and continue to build our sense of community. This helps pupils who have been upset by others' poor behaviour by expecting wrong doers to put right the upset they have caused. It also helps pupils who are involved in poor behaviour so they are able to change their behaviour in a way that holds them fully responsible.

This is a way:

- To help resolve a disagreement and repair relationships.
- To understand how actions and words make another person feel.
- To find a fair and just way to get along.
- To seek a way of stopping the same thing from happening again.

Sometimes calming down is needed before people are ready to talk. If there is a disagreement between members of the school, then they will be asked to follow steps to resolve the disagreement.

Occasionally, questions will be asked to children individually and responses shared with the children separately. Adults will listen to each person who has concerns by asking them a set list of questions.

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Restorative Practice Questions

- **What happened?**
- Each person shares their side of the story without interrupting each other
- **What were you thinking at the time?**
- Each person shares their thoughts without interrupting each other.
- **How were you feeling?**
- Each person shares their feelings without interrupting each other.
- **Who has been affected by this and how?**
- Talk about the other children or adults involved and how they might be feeling
- **What do you need to do to make things better?**
- Each person shares what they think should happen and come to an agreement.

To ensure that those who have been making poor behavioural choices can be held accountable they will be expected to take responsibility for their actions. The consequences, as outlined in this policy, will be followed. As part of our Christian ethos, we will encourage children to apologise for wrong-doing and we will also ask whether the wronged person can forgive the person who has caused them upset.

Rewards:

There are a wide range of rewards offered to children for demonstrating good behaviour and demonstrating good effort with their learning.

Each class uses Class Dojo with each child represented by an avatar. Children collect Dojo points for demonstrating our core Christian values, as well as our focus learning dispositions. These are: perseverance, collaboration, enquiry, creativity, connection and reflection. These Dojo points each represent a house point which are then collated at the end of each week and shared in our Celebration Worship. At the end of the year, all House Points and Sports Day Points are added up and the overall House Winner is awarded our Chawton House Cup.

Children are also able to collect individual merits which are awarded by their class teachers for demonstrating exceptional effort in their learning.

They each have an individual chart whereby they record their own merits. These are kept in school and are shared with parents at Parents' Evenings.

Bronze 25 merits

Silver 50 merits (in total)

Gold 75 merits (in total)

Platinum 100 merits (in total)

Diamond 150 merits (in total)

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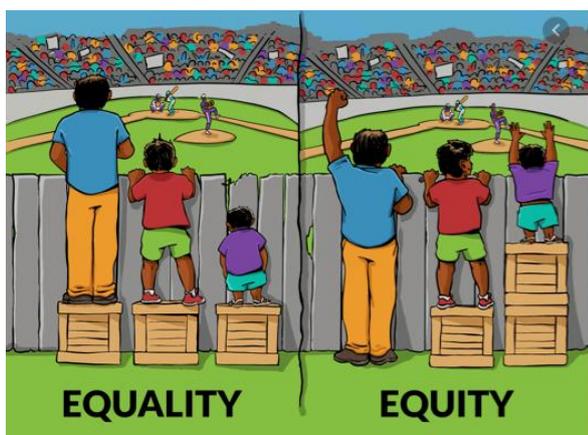
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It is hoped that every child will achieve their bronze certificate by Christmas, their silver certificate by Easter and their Gold certificate by the end of the Summer term. If a child has achieved all of these certificates, they will strive for a platinum and then a diamond award. These certificates will be awarded in our Celebration worship which are held every week to recognise the effort that has been involved in achieving these.

If a child completes an exceptional piece of learning, or displays our school values in an exceptional way, they will be awarded with a Headteacher's Award. The child is given a sticker which they can choose to wear or put in their book; they are also awarded a certificate which is presented to them in the weekly Celebration Worship.

Each week, a child from each class will be chosen by their teacher, to receive a value certificate. These are awarded in conjunction with the focus value learning disposition for that half term. These are awarded in the weekly Celebration Worship.

It is recognised that some children may need further extrinsic motivation than others. This may be age-related, or because of specific learning or behavioural needs. As stated in The Equality Act, 2010 and schools, *'Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.'*



Equity and **equality** are two strategies we can use in an effort to produce fairness. **Equity** is giving everyone what they need to be successful. **Equality** is treating everyone the same. **Equality** aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

In addition, every class has its own class reward system, which encourages the class to work together to gain 'steps' towards a 15 minute whole class reward time once earned. This may be marbles in a jar, paper clips in a chain, pieces of Mr Potato Head etc.

Consequences:

At Chawton CE Primary School, we do not tolerate unkind hands, feet or inappropriate language or actions. If a child deliberately uses unkind hands and feet, or inappropriate language or actions, including swearing, then parents will be contacted as soon as possible and the incident is recorded internally. We refer to these as our non-negotiables for behaviour. We will not tolerate these.

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In the classroom:

It is imperative that children are given the opportunity to make the right choices so the following process is followed if they are struggling in doing so.

1. An adult will move nearer to the child and will use a non-verbal approach, such as: a look, or a folding of arms, or the removal of an item if it is causing a disruption.
2. An adult will use an 'I-messaging' approach to explain to the child that they appreciate they are struggling and to remind them of the core values. For example: I understand that this work may be challenging, but if we use our courage and persevere, and the tools in the classroom, I can help you to understand it.
3. If a child continues to make inappropriate choices in the classroom, they will need to give the wasted learning time back during the next break time. This should never be more than 10 minutes as we value the importance of fresh air and exercise for everyone's well-being.
4. Occasionally, it may be necessary for a child to continue with their learning in another classroom – or with the Headteacher so that they can concentrate fully and engage with the learning.

On the playground:

During lunchtimes a team of Learning Support Assistants carry out supervision of all children. The same guidelines for behaviour applies.

If a child behaves inappropriately, disregarding our behaviour charter, then:

1. A verbal warning will be issued by the member of staff.
2. A second warning will result in a 5 minute 'time out'. The child will stand with the adult or sit at the side of the playground in a place that is visible to the adult.
3. Continued misbehaviour, or a more serious misdemeanour will result in the child being sent inside and will need to explain their misbehaviour to the Headteacher or Assistant Headteacher

Continued misbehaviour will result in a break time slip ('red slip') completed by lunchtime staff and given to class teacher. The class teacher will ensure that this incident is recorded and parents are communicated with. This 'red slip' will mean the child misses 5 minutes of their next break time.

All incidents will be recorded internally and these will be regularly monitored so that any patterns and/or triggers may be identified. Parents will be informed if inappropriate behaviour is demonstrated regularly and an improvement is not seen.

Parents:

A strong relationship with each child's parents is key to developing and maintaining our high standards of behaviour. All parents are asked to sign a home-school agreement every year.

Other ways parents can help include:

- Recognise the need for a good partnership with school and engaging in a two-way conversation with their child's class teacher.

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- Reinforce the school's core values with your child.
- Discuss the behaviour charter with their child and reinforcing where possible.
- Attend Parents' Evenings
- Understand that effective learning cannot occur without good behaviour, and supporting this.

Next Steps

Our school behaviour policy works for the vast majority of our children, however we must always acknowledge that behaviour is a form of communication and, whilst bearing in mind our school values, we recognise that there may need some reasonable adjustments for them.

Therefore, it may occasionally be necessary to help children further with regulating their own behaviour.

On these occasions, we will use a coloured card system to help the child identify what they are finding difficult and to help them find ways forwards. These targets will be identified between the child and class teacher and the Headteacher or Assistant Headteacher will discuss these with the child throughout the day.

A green card

A child will be issued one of these if there is consistently low-level inappropriate choices made, either in the classroom or on the playground. Each session will need to be recorded as to whether the child has demonstrated an effort to meet the target. The child will be expected to show their card to the Headteacher or Assistant Headteacher at the end of the day. Positive incidents will be shared and next steps will be devised.

A yellow card

A child will be issued with a yellow card if there is no improvement in their behavioural choices or for a more serious incident. Parents will be contacted before this card is issued and it is expected that the class teacher will share, with the parents, what has gone well with the child's behaviour that day and what still needs to be improved on. If a child continues to make inappropriate choices, they will continue their learning, or break time, with the Headteacher.

A red card

A red card will be issued if there is an escalation in the child's poor behavioural choices. This will also be issued for more severe incidents. Parents will be contacted and a meeting arranged with the Headteacher. A child will need to report to the Headteacher or the Assistant Headteacher at the end of each day and the Headteacher will inform the parents of the day's progress against the targets. If there continues to be no improvement in behaviour, a child may need to miss an activity that is additional to the requirements of the National Curriculum. This may include outdoor learning, a school trip or similar or special privileges.

It is important to us here at Chawton that poor behavioural choices are noted through these sanctions, however we believe that in an ethos of love and fellowship, and each child deserves a fresh start every day. However, a fresh start each day does not negate

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the need to learn from behaviours. Consequences from an earlier action may still need to be actioned.

Major breaches of discipline:

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and sustained disruptive behaviour in class.

This type of behaviour is rare and is dealt with by the Headteacher or Assistant Headteacher.

Procedures for Dealing with Major Breaches of Discipline

1. A verbal warning by the Headteacher or Senior member of staff as to future conduct
2. Withdrawal from the classroom for a fixed period if appropriate
3. A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
4. An Individual Behaviour Management Plan is drawn up
5. Referral to support agencies as appropriate

If the problem is severe or recurring, then temporary or permanent exclusion procedures are implemented in line with County procedures.

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

A very serious problem may result in the normal procedure being overruled and a child being taken home straight away. Chawton CE Primary School follows the Exclusions Guidance for Hampshire Schools, found at

<http://www.education.hants.gov.uk/intranet/policies/exclusions>

This provides guidance on the role and use of exclusions and includes advice for parents. This guidance should be viewed in conjunction with the DfE guidance:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

or <http://education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00573-2008>

Intervention:

If a child attacks another child or adult violently and refuses to calm down, then appropriate physical restraint is necessary. The legal provisions (Use of Reasonable Force, DfE 00060-2011, copies of which are available from the school office or from DfE website) provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

The child will be taken to the Headteacher, who will contact the child's parents.

An incident form will be completed and the situation discussed with the Headteacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the

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school's needs. This might include the involvement of other agencies – Social Services, Hampshire Educational Psychology Service, Pupil Referral Service, etc.

Pupils conduct outside the school gates:

When undertaking a school visit, during school hours, our Behaviour Policy will be applied. When pupils are in uniform, travelling to and from school the same high standards of behaviour are expected. The sanctions outlined in this policy will apply in all cases.

Screening, searching and confiscation:

The Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions without consent where they suspect the pupil has certain prohibited items. Staff can confiscate any item which they consider harmful or detrimental to school discipline. (DfE 00056-2011)

Reviewed by staff: Spring 2020

Consulted with representative pupils: Spring 2020

Consulted with representative parents: Spring 2020

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