



Chapel St Leonards Primary School Behaviour Policy

Aims

At Chapel St Leonards Primary School we set high expectations of children's behaviour. We believe that positive attitudes and mutual respect between adults and children lead to a harmonious learning environment where everyone feels safe, happy and valued. We recognise the significant impact that positive behaviour can have on children's overall progress and attainment. Every individual has a responsibility for the way that they behave. For most individuals positive behaviour is a norm and serves as a benchmark to which all should aspire. However, in this school, we recognise that the learning of the personal skills of self-motivation and self-control and resilience are an integral part of the learning process which must be taught, encouraged and nurtured.

In our school we understand that children are likely to behave well within the classroom environment when:

- clear expectations and procedures exist
- the curriculum is broad, balanced and experiential
- work is matched carefully to the ability of each child
- time is found to recognise the contribution of each child
- children are involved in decision making processes
- teaching is adapted for children with SEND

Additionally there must be in place some means of ensuring consistency at whole school level and in all situations. To this end, the school has established clear expectations to which both children and adults are encouraged to aspire.

School Rules and Expectations

As a school we recognise the importance of children having ownership over the rules and expectations in our school. Each year the School Council agrees the school rules/expectations being able to modifying them thus giving the children a clear voice. These are displayed and referred to in and around the school.

The School Rules as agreed this year are:

Support each other

Aim high to achieve your goals

Be respectful

Share our successes

Care for our school

Be positive

As well as these whole school rules each class will spend some time early in the school year devising their own classroom expectations. These are displayed in the classroom each child is expected to sign or acknowledge the rules on display.

In order to ensure the full contribution of all staff, the school has a system of rewards and sanctions which are unambiguous.

Five Steps

All classes also adhere to a 5 step daily recording system of behaviour. This is clearly displayed in each classroom using 5 images and children's names or photographs.

Children begin each day on the 'middle step' and then move up or down according to their behaviour. Pre-emptive measures will be taken when pupils are displaying signs that they may not be able to manage their behaviour in the immediate future but have not yet displayed the behaviours that would lead to sanctions.

Rewards

- Children immediately receive a House Point for reaching the top step on any given day.
- Children are given a reward (agreed by the class teacher with the class at the start of the year) for being on the second step at the end of the day.
- Children are given a reward (agreed by the class teacher with the class at the start of the year) for being on the top step at the end of the day.
- Children who are regularly on the second or top step can be rewarded through other whole school rewards such as a note or postcard home to parents, visits to a member of the Leadership Team or 'Special Awards' presented in Achievement Assemblies.

Sanctions

Staff should give warnings wherever possible – particularly for low-level disruption, but there is no set requirement for children to be given a warning before being moved on the behaviour chart if the behaviour warrants it

- If children are one step below the middle step at the end of the day they will miss 5 minutes of their play time the next day.
- If children are on the bottom step at the end of the day they will attend Lunch Time Club to complete a reflective task rather than going out to play after eating.

This system runs throughout the school and therefore children can also move up a step if:

- Noticed by another teacher for good examples of behaviour (acts of kindness, excellent behaviour in assemblies, picking up litter etc)
- Being specifically mentioned by an MDSA and displaying excellent behaviour at lunchtimes.
- Children may be moved up or down in light of behaviour at lunchtime.

Rewards

House Points

The opportunity to reward success operates at two general levels:

- To reward effort and individual achievement.
- To reward positive behaviour within normal school routines including the reward of positive behaviour at lunch time.

House points can be awarded verbally or in children's books using the symbol:



The criteria for awarding House Points is broad. However, as a general rule the following points should be adhered to:

- Rewarding individual achievement - consistency of achievement - where personal targets set by themselves or the teacher have been met - for a single piece of work of outstanding quality - year group decision for the reward of tokens for homework
- Rewarding positive behaviour - where behaviour consistently meets school expectations. – where personal behaviour targets are met.
- Rewarding positive lunchtime behaviour

When House Points are awarded children place a coloured counter (House Point token) related to their House in the classroom House Point totaliser.

House Point totalisers are emptied on Friday lunchtime by the House Captains and a weekly running total is shared in the Achievement Assembly. The house point tokens are added to the large whole school totalisers each week in the hall.

Our houses and colours are:

Anderby

Donna Nook

Gibraltar Point

Sandilands

Other Rewards

There are a variety of other rewards that do not contribute to the whole school system can be used at the discretion of class teachers and school leaders

- Verbal praise
- Showing work
- Good work assemblies
- Stickers
- Certificates
- Privileges
- Positions of responsibility
- Note/telephone home to parents

Sanctions

Negative Behaviour

It is our intention to fully utilise every opportunity to employ the positive benefits of a structured reward system to applaud children's success in terms of:

- Positive behaviour
- Academic success and concerted effort
- Selfless behaviour

However we feel that it is imperative that a clear and overt policy exists which can be applied in the event of pupils failing to meet required expectations.

In failing to meet required expectations of behaviour, a child may have perpetrated one or more of the following:

- A breach of the class charter (class rules).
- A breach of the 'School Expectations' as outlined in this policy.

- Behaviour that cause disruption, affecting other children’s ability to aspire to the ‘School Expectations’.
- Behaviour that is abusive in nature, either physically or verbally, towards pupils or staff.
- Use of any object as a means of causing harm, or threatening to cause harm, to pupils or staff.
- Use or possession of an item that is not deemed necessary or appropriate for the school environment, including illegal substances.

This list is not exhaustive, and the school reserves the right to add to it anything that is deemed to cause serious injury or harm, or a risk of injury or harm, to children and adults within the school. This may be as a result of a ‘one off’ incident, or a series of incidents.

School Response

What follows is a sequence of events which should be viewed as an order of consequences. Should the incident be deemed to be of a serious enough nature, stages of consequence may be bypassed, in order to provide a more appropriate sanction.

Stage 1	Teacher/TA give a general class reminder about expectations. (class based only)
Stage 2	Teacher/TA should talk to the child calmly and quietly maintaining eye contact where possible. This should take place as soon as possible in the environment in which the child was working or playing again reminding about expectations.

Stage 2 takes place twice before removal to another area within the classroom. Teacher should once again speak calmly and quietly but this time more firmly. It should be made clear that the child has a choice and is thus responsible for his/her destiny. The teacher must remain visible to the rest of the class at all times.

Stage 3	Teacher to remove child to another class in the school. This is ideally the Key Stage Leader or Deputy Headteacher. Teacher or TA to escort the child to new class and explain to receiving teacher the work to be completed. ‘Time-out’ should be used sparingly and should not exceed one hour in a day. Children should not go to the class with siblings in.
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Stage 3:

Early Years/Key Stage 1: If children have been removed to another class, parents are to be informed at the end of the day and log is made on CPOMS

Key Stage 2: Incident to be recorded on CPOMS and parents may be contacted.

Stage 4	If behaviour persists a meeting to be arranged with Key Stage Leader, class teacher, parent and child. Any action at this level should be reported to the Headteacher so that a record can be kept. If children are persistently behaving at a level that warrants stage 4 intervention the SENDCo must be informed and an initial record of concern form completed. This should be shared and agreed with parents. Parents will need to be kept informed and have the opportunity along with the child to comment on progress made before a decision about adding to the SEND register.
Stage 5	Intervention/discussion by Headteacher/Deputy Headteacher with the child.
Stage 6	Incident(s) reported to Headteacher who will contact the child’s parents and arrange a meeting between the parents, the child, the class teacher and Headteacher. At this meeting the teacher will produce evidence of the negative behaviour that the child is exhibiting.
Stage 7	This meeting may result in a final warning for a child or in the worst case scenario may lead directly to Stage 8

Serious and disruptive behaviour

Where behaviour is disruptive and needs dealing with through more specific support we operate a clear system.

In the classroom

- Each class will have a red card which will be taken to the front office by a responsible child if there is a serious issue in the classroom and a member of the Leadership team will be directed towards the classroom

At playtimes

- A member of staff not dealing with the incident will go to a Key Stage Leader in the first instance (if they are not on duty)

At lunchtime

- Midday staff will contact the duty Leadership Team member using the radio

Screening and Searching

There may be times when it is necessary to search pupils. Chapel St Leonards Primary School follows The Department of Education guidance which can be found at www.education.gov.uk

Exclusion

Should a child perform an act which endangers themselves or others, is a deliberate act of vandalism or goes deliberately and significantly against the school rules then he/she can be excluded. The exclusion may be for particular parts of the day (such as lunch times) or may be for a day or series of days. The length of the exclusion will depend upon the individual's actions and will be decided on a case-by-case basis. All decisions on exclusions will be taken in discussion with the Headteacher, Director of Primary Education and Chief Executive Officer. Whilst exclusions are few and far between they may occur for the following reasons:

- Physical assault against pupil/adult/staff
- Verbal abuse/threatening behaviour against pupil/adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour
- An offensive weapon e.g. knife
- An object used offensively e.g. stabbing with a compass
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

In some cases children will have specific plans or systems relating to their behaviour. These may or may not be formally recorded depending upon the individual needs of the pupil. They may also be used for a short period or embedded over the medium to long term – again depending upon pupil need. All such plans/systems will be shared with the Headteacher and SENDCo.

On occasion it will be necessary to miss out some of the sanctions and go straight to exclusion if a child is a danger to themselves or others and as such is unsafe to be on school premises.

If a child routinely fails to complete work within class (which is within their capability) then the school policy is to keep the child back at break in order to complete said work. In certain cases we may also choose to use a different sanction to those stated above – for instance if a child is misbehaving in PE then they may miss the next sports club or tournament. This will allow children to see that their actions in specific areas can have subject related consequences.

Bullying

Everyone at Chapel St Leonards Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

Definition of Bullying

"Bullying is deliberately hurtful behaviour that is repeated or has the potential to be repeated over a period of time, making it difficult for the person concerned to defend themselves". There are different sorts of bullying, but the main types are:

Physical Hitting, kicking, taking or hiding belongings including money Verbal Name calling, teasing, insulting, writing unkind notes Emotional Being unfriendly, excluding, tormenting, spreading rumours, looks Exclusion A child can be bullied simply by being excluded from discussions/activities with those they believe to be their friends Criminal Pupils may have their property damaged or stolen.

Threatening Threats may be used by the bully in order to get what they want Cyber Using ICT for any of the above (e-mail, mobile phone etc.) Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school. The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

Actions to Tackle Bullying

Prevention is better than cure so at Chapel St Leonards Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members and a record will be kept. The class teacher of the victim will be responsible for this and will be required to inform the Headteacher of the record and the action taken. Older pupils may be asked to write a report of any incidents themselves. This will ensure effective monitoring of such occurrences, and facilitate coordinated action. If any single incident includes racist or homophobic abuse then it should be reported to the Headteacher and be recorded.