



Behaviour Policy

Introduction and Aims

- Chestnuts Primary School believes that all children have the right to an outstanding education unhindered by poor behaviour.
- To achieve this we have a role in teaching the children in our care to be good citizens. making good choices, learning to behave appropriately, and having respect for others and the environment in which we work and live together.
- We believe that there is always a reason for poor behaviour and that this should always be understood in order to help children make better choices.

Rights and Responsibilities

We believe that all members of the Chestnuts Community have the:

- right to feel safe
- the right to learn
- the right to respect and fair treatment

Managing Relationships

- The school is a reflection of our community and the success of the school in achieving the aims is based on the quality of relationships that can be established, and maintained, within our learning community. This includes the relationships between adults.
- Where members of the community treat others courteously, respect their ideas, value their individuality and listen carefully to what they have to say, children learn by example, and are much more likely to respect adults and to behave sensibly and considerately themselves
- It is recognised that the key to a successful relationship is that all parties feel that they have been listened to and understand the reasons why a decision has been made. In all of our relationships we aim to adhere to the following three steps:
 - Engage - all people involved are listened to and their thoughts and comments are reflected upon
 - Explain - when a decision is reached it will be explained so that all understand the rationale behind the decision
 - Expect - expectations will be made clear and all can expect to be held to account if they do not meet them
- Some Curriculum (PSHE) and Assembly time is dedicated to developing the skills of developing effective relationships.

Learning and Teaching

- The school believes that an appropriate structured curriculum and effective learning contribute to 'good' behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the disaffection which can lie at the root of poor behaviour.
- Lessons should have clear objectives, be understood by the children, and differentiated to meet the need of children of different abilities. Marking and record



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keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

- We believe that it is important that children understand what effective learning behaviour looks like. As a result, we teach Growth Mindsets and introduce the children to a range of learning skills that they can use to succeed in their learning.

Pupil Expectations

- The consistent example, and high expectations, set by all parents and staff is key to outstanding pupil behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that as adults we should be setting the example for them to follow. We expect all adults in school to reinforce these expectations by drawing attention to them.
- As a school, we believe that it is important that children understand what good behaviour looks like. Therefore, we have our nine school rules which are displayed through the school, discussed with the children and referred to by all staff. The rules are not hierarchical and are as follows:
 - We follow adult instructions
 - We are kind and caring towards others
 - We move around the school sensibly
 - We are polite and show respect at all times
 - We take care of the environment and everything in it
 - We listen carefully at all times
 - We put our hand up and wait when we want to join in
 - We play together appropriately
 - We help each other to follow the rules
- We use the 'Chestnuts Way' as a basis for our behaviour management:
 - Challenge Yourself - we have a go at everything, we persevere.
 - Choose Your Attitude - we look for the positive, we follow adult instructions
 - Make Someone's Day - we are always kind and thoughtful, we avoid using unkind words and actions, we help others make the right choice
 - Have Fun - we make learning and play fun for all

Rewards

- We believe that intrinsic motivation needs to be fostered in all pupils. We want children to persevere, work hard and behave well because they want to improve and not because they are told to.
- We do however, also recognise that rewards have a motivational role, helping children to see and understand what good behaviour looks like and understand that it is valued.
- Our emphasis is on rewards to reinforce good behaviour, rather than sanctions to emphasise failures. Rewards are earned by the maintenance of good standards, as well as by particularly noteworthy achievements. This is true for adults as well as for children.
- The school uses a range of rewards to reinforce good behaviour. The range of rewards include:
- Informal Rewards:-
 - Verbal praise (both public and private) identifying the reason
 - Non-verbal communication such as a smile or thumbs up



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- Formal Rewards:-
 - Showing their learning to other children or adults in school
 - Displaying the learning
 - Visiting SLT
 - Being given a responsibility
 - Stickers
 - Informing parents
 - keeping 3 counters daily for following the Chestnuts rules
 - earning additional counters for punctuality, correct uniform and PE kit and completion of homework
- Whole School Rewards:-
 - Headteachers Certificate
 - Celebration Assembly
 - Star Chart stamps and certificates
- As with all rewards, it is crucial that they are applied fairly and consistently, both within and across classes.

Managing Behaviour/Sanctions

- We all have a responsibility for developing children’s outstanding behaviour and **all staff** are expected to deal with inappropriate behaviour if it occurs. The response should be fair, consistent and proportionate, and based on the procedures in this policy.
- However, it does not mean that it is necessary to work in isolation. It is the responsibility of the class teacher to inform all relevant staff of any specific strategies that they should be aware of for dealing with a specific child. Likewise, all staff have a responsibility to inform the class teacher of any issues with behaviour that they deal with. This should be done by completing a Behaviourwatch incident and informing the class teacher on the day of the incident.
- Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. These may include non-verbal communication or using words to convey disappointment. It is important that the sanction is not out of proportion to the offence.
- The school avoids punishing a whole group for the misdemeanours of a single child, although this does rely on the single child taking responsibility for their actions
- It is essential that parents are kept informed of issues that are affecting the child’s learning, their own safety or the safety of others. Parents should be involved in planning any next steps.
- Where behaviour does not meet our high standards, we have a clear structure for managing unacceptable pupil behaviour. This is linked directly to the table below
- At all stages, the impact of the behaviour on others will be considered.

Behaviour	Action
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<p>Refusal to work</p>	<p>Give the child 2 choices: -do the work now -do the work in your own time (break, lunch, at home, in a fun session) If after 10 mins the work has not been started, unpick reasons why. Address the reasons. Any time lost to be made up in breaks or lunch 1 counter to be lost</p>
<p>Play fighting Swearing (verbal or gestures) / name calling Throwing or damaging small equipment Destruction of school property Threatening or intimidating Persistently winding up or goading an individual</p>	<p>Miss break time or 15mins of lunch, whichever is next Parents to be informed 1 counter to be lost</p>
<p>Being out of class without permission</p>	<p>Miss breaks and lunches until the time spent out of class has been made up Parents to be informed 1 counter to be lost</p>
<p>Hurting someone on purpose / Physical action Throwing or damaging large equipment</p>	<p>Immediate removal from the playground Isolation – SLT to determine length of time Parents to be informed 1 counter to be lost</p>
<p>Racist / homophobic language</p>	<p>Full lunchtime detention Parents to be informed 1 counter to be lost</p>
<p>Bullying</p>	<p>Parents contacted and a meeting is arrange Behaviour contract drawn up (child, parents, teacher signs) Contract to agree that learning mentor referral will be completed and relevant interventions must be entered into by the child Breaches of contract will then result in isolation Further breaches will result in fixed term exclusion Further breaches will result in permanent exclusion</p>

- These sanctions are aimed to provide consistency and clarity (for staff, children and parents). However, the school recognises that identified children (with specific needs) may be working towards individualised behaviour plans (see Appendix 5) these must be shared and taken into account.
- In the case of serious incidents (eg physical confrontations between staff and pupils, behaviour requiring restraint, pupils absent from the school site without permission)



these must be reported to Assistant Headteacher/Deputy Headteacher/Headteacher immediately.

- Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. It may be necessary for class teachers to put in place a behaviour plan. Additional specialist help and advice from the SENCo, Educational Psychologist, Children and Families Practices or Behaviour Support Service may be sought.

Behaviour Review and Monitoring

- When a child repeatedly does not meet our high standards of behaviour, regularly repeating the same unacceptable behaviours and is not responding to rewards, sanctions and informal discussions between school and home, parents will be expected to come into school for a Behaviour Review Meeting.
- The Behaviour Review Meeting will involve a number of school staff (class teacher, Learning Mentor and Senior Leader) as well as the parents and, where appropriate, the child.
- The meeting will be chaired by the Senior Leader, who is responsible for completing the Behaviour Monitoring Sheet (see Appendix 4). The purpose of the meeting is to:
 - Outline the behaviour which is being exhibited
 - Review the frequency of the behaviour
 - Outline the strategies that will be implemented to support the child
 - Devise the success criteria
 - Set a target date (usually 4 weeks)
 - Agree the actions
- Following the meeting the Senior Leader will ensure all parties have a copy of the Monitoring Sheet.
- The Assistant Headteacher, through discussion with the class teacher, will assume the responsibility for monitoring the behaviour on a weekly basis - recording whether the identified behaviour is:
 - No longer exhibited
 - Better (incidents reduced by 50%)
 - Broadly unchanged
 - Worse
 - Significantly worseThis should only refer to the behaviour identified at the original Behaviour Review meeting
- The Behaviour Monitoring Sheet will be reviewed at the agreed date

Formal fixed-term and permanent exclusions

- If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period.
- If this decision is taken, work will be set for the pupil to complete at home.



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- Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Management Plan will be drawn up for the pupil (Appendix 5). The pupil may also be referred to the school's Learning Mentor or advice sought from another outside agency.
- For cases of continued serious, unacceptable misbehaviour, or a significant incident, consideration will be given to starting the process of permanent exclusion from the school.
- Further statutory guidance is available on the DfE website: exclusion guidelines.

Parental Partnership

- As a school, we place a high priority on clear communication within the school and on a positive partnership with parents. The school needs and expects parents' support and understanding.
- Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process is the class teacher who has the initial responsibility for the child's well-being.
- Early warning of concerns should be communicated to the parents so that strategies can be discussed and agreed before more formal steps are required. This will allow parents to provide rewards/encouragement at home, and will allow school and parents, working together, to effectively monitor the impact of the strategies.

Positive Handling (Physical Restraint)

- Section 93 of the Education and Inspections Act 2001 enables school staff to "use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to, any of the following:
 - a) committing an offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
 - b) causing personal injury to, or damage to property of, any person (including the pupil him/herself) or
 - c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."
- Becoming out of control for a pupil can be a frightening experience. However, when a pupil is in danger of harming themselves, others or causing significant damage to property it may be necessary, as a last resort, to use positive handling techniques.
- In the vast majority of cases, with almost all of the children, this will not be necessary due to the range of effective de-escalation strategies used by the staff. Positive Handling is only likely to be used on rare occasions or where it has been agreed with parents as part of an existing behaviour plan.
- The school has a number of staff trained in Team Teach (Positive Handling). The Headteacher maintains the list of those who have up-to-date training. These are the only members of staff who should be using positive handling techniques. In addition, the deployment of Team Teach techniques will always be subject to contextual consideration, the result of risk assessments and information on Behaviour Plans. The use of restrictive physical restraint is specifically used to prevent injury and in this sense the duty of care extends to the use of Team Teach techniques to ensure the safety of pupils and staff.



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- Where physical restraint is used, the member of staff must complete an incident report in the 'Bound Book' which is kept in Orchard.

The Role of the Governing Board

- The Governing Board will review the policy, and its effectiveness on an annual basis in the Autumn Term.
- The Headteacher will provide the Governing Board with a termly update of behaviour throughout the school
- In the event of exclusion (fixed-term or permanent) the Governing Board will be notified, in line with the DfE procedure. The Headteacher, when appropriate, will report to the Governing Board, on a termly basis, the number and type of exclusions.



Behaviour Sanctions - Appendix 1

<p>Refusal to work</p>	<p>Give the child 2 choices: -do the work now -do the work in your own time (break, lunch, at home, in a fun session) If after 10 mins the work has not been started, unpick reasons why. Address the reasons. Any time lost to be made up in breaks or lunch 1 counter to be lost</p>
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Key Phrases and Techniques - Appendix 2

- Never make a decision whilst upset, angry or stressed - it won't be a rational response to the situation. Model to the children how to deal with being angry. Explain that you need to take some thinking time as you are upset, angry etc and then come back to them with a decision.
- Avoid saying please - you are giving children the opportunity to say no!
Try: Pass me the rubber, thanks - simple instruction with gratitude
- Avoid say no! Nobody likes being told no.
Try: not at the moment because....
or, when you have done x, then you can
- Avoid telling child to stop doing x, y or z - tell them what they are doing and what you want them to do
Try: You're talking; you need to be listening Peter, thanks
You're climbing on the furniture; you need to be on the ground Clare, thanks
You're rocking on your chair; you need 4 feet on the floor Jordan, thanks
- Avoid asking a child why they are doing something; more often than not they don't know and it will make them feel incompetent to not be able to answer
- When giving reminders about rules and expectations put the onus back onto the child. Always use this phrase if there is the need for the child to lose a counter.
Try; if you continue to ... then you are choosing to...
- Positivity is key - find the positive. Always praise the considerate, thoughtful helpful behaviours.
- Become a 'cracked record' - repetition of expectations is vital
- After a sanction is imposed, always find a positive to show the child there is no judgement, long term hard feelings etc.
- Always give children 'take up' time. Walk away after issuing an instruction - allows children not to lose face in front of peers.
- Tactically ignore secondary behaviour eg the tut when told to do something. Children need to maintain a modicum of control
- Use non-verbal clues - 'the look', smile, frown, head shake
- Nobody ignores anybody
- Everybody takes responsibility



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Individual Behaviour Report – Appendix 3

	Session 1	Session 2	Break	Session 3	Lunch	Session 4	Session 5	Leader	Parent
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									



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Individual Behaviour Monitoring Sheet – Appendix 4

Pupil Name:

Date of Birth: Class:

.....
.....

Present at Meeting:

Attendance: SEN Stage:

.....
.....

Start Date:	Planned Target Date:	Milestone Date	Sig. worse	Worse	Unchanged	Better	No longer exhibited
Description of Behaviour:	Strategies:						
Current frequency:	Success Criteria:						



INDIVIDUAL BEHAVIOUR PLAN – Appendix 5

Name:	Class:
Positives: <i>(What the pupil is good at and what they like)</i>	
Triggers: <i>(Common situations which have led to problems in the past / behaviours which require action)</i>	
Modifications to the environment or routines: <i>(What we can do to prevent problems from arising)</i>	

Level of Risk Presented

1 2 3 4 5 6 7 8 9 10

Action to be taken (response)



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Generic:

Preferred de-escalation strategies (What tends to calm things down)

<i>Humour</i>	<i>Verbal advice and support</i>	<i>Firm clear directions</i>
<i>Negotiation</i>	<i>Limited Choices</i>	<i>Distraction</i>
<i>Diversion</i>	<i>Reassurance</i>	<i>Planned Ignoring</i>
<i>Contingent Touch</i>	<i>Calm Talking</i>	<i>Calm body language</i>
<i>Patience</i>	<i>Withdrawal offered</i>	<i>Withdrawal directed</i>
<i>Involve new person</i>	<i>Reminder of Consequences</i>	<i>Reminders of success</i>

Specific:

Role of Additional Adults:

Preferred physical techniques

(To be used as a last resort, combination of the least intrusive and most effective)

<i>Friendly Hold</i>	<i>Single Elbow</i>
<i>Double Elbow</i>	<i>Figure of Four</i>
<i>Sitting on chairs</i>	<i>Small Child Escort</i>
<i>T Wrap*</i>	
<i>* single person technique</i>	

Follow up

(Where, when and how to debrief and repair after an incident)

Signatures:

..... (Parent) (Class Teacher) (SLT)

Date:

Review Date: