



# Chestnuts Primary School

'Encourage, Enable, Empower'

## Behaviour Policy

September 2019

### Introduction

Chestnuts Primary School believes that all children have the right to an outstanding education unhindered by poor behaviour. To achieve this, we all have a role in teaching the children in our care to be good citizens, to make good choices, to behave appropriately and to have respect for others and the environment in which we live and work.

### Purpose

The purpose of this policy is to explain our practice in relation to encouraging positive behaviour and reducing and managing negative behaviour.

### Aim

Our work to encourage children to make positive choices will enable them to access all learning opportunities and empower them to become successful and responsible citizens.

### Sources and References

This policy is based on guidance and advice from the Department for Education:

- Behaviour and discipline schools
- The Equality Act 2010
- Special needs and disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate children's behaviour and publish a behaviour policy
- DFE guidance explaining that maintained schools and academies should publish their behaviour policy online

### Procedures and Practice

#### Expectations

The school believes that an appropriately structured curriculum and effective learning strategies contribute to 'good' behaviour. Thorough planning for the needs of all pupils, active involvement of pupils in their own learning and structured feedback, help to avoid the disaffection which can lie at the root of poor behaviour choices.

The consistent example and high expectations set by all parents and staff is key to outstanding 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.



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Where members of our community treat others courteously, respect their ideas and views, value their individuality and listen to what they have to say, children will learn by example and are much more likely to respect adults and 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 and that once sanctions have taken place a fresh start will be given. In all our decisions we adhere to the following 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
- Restore – Once the sanction has been carried out; all relationships must be restored. This includes between children involved and between staff and children.

**All staff** are expected to deal with inappropriate behaviour as it occurs following the above steps.

### **Rules and The Chestnuts Way**

We use the Chestnuts Way as a basis for our behaviour management:

- Challenge Yourself – we work hard
- Choose Your Attitude – we show respect (to ourselves, others and our environment)
- Make Someone's Day – we care
- Have fun!

The rules therefore are:

- We work hard
- We show respect
- We care

These rules are known and followed by all. They are displayed throughout the school, discussed with the children and referred to by all staff.

### **Counters**

- All children will begin each lesson with 3 counters.
- Inappropriate choices in lessons lead to children being given a reminder/warning. Take up time must be given. Continuation leads to the loss of the first counter.
- Counters are reset at the beginning of each lesson.
- Records are kept and analysed.
- Rewards are issued for repeatedly keeping all counters (See Appendix 1)
- Sanctions are issued for loss of counters (see Appendix 2)
- For sessions where all counters are retained one house point will be issued.
- For sessions where all counters are lost a 15 minute detention will take place.
- House counters are collated every half term and the winning house is rewarded.



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## **Rewards**

Our emphasis is on rewarding good behaviour and actions rather than sanctions to emphasise failures.

The school uses a range of rewards to reward good behaviour and recognise noteworthy achievements (See Appendix 3)

## **Lunch Supervisors Recognition**

Each week lunch supervisors will nominate 7 children who have shown the Chestnuts Way throughout lunch break. These children will then be invited to sit on the 'top table' on the following Monday eating with Senior Leaders.

## **Sanctions**

Whole group/ class/ key stage or school sanctions are not used.

Where behaviour does not meet our high standards we have a clear structure for managing unacceptable pupil behaviour (see Appendix 2).

These sanctions are designed to provide consistency and clarity (for children, staff and parents) however, we recognise that identified children (with specific needs) may be working on individualised behaviour plans which must be shared and taken into account. These are written by class teachers in conjunction with SENCo, Senior Leaders and parents where appropriate.

Children in Years 4 – 6 who are repeatedly receiving detentions may have detentions after school in relation to their report card.

## **Behaviour Review and Monitoring**

Counter records will be analysed weekly by the leadership team. Certificates and badges will be awarded for repeated greens (see Appendix 1)

Where a child is repeatedly losing counters, Senior leaders will review the patterns. A planning meeting may be held between class teacher, leadership team, parent and child. The purpose of the meeting is to identify the unacceptable behaviours and devise strategies to support the child in making better choices. A report card will be issued and a review meeting arranged. Failure to make improvements will lead to further sanctions as agreed in the meeting. Improvements will lead to the child coming off report.

## **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. Behaviour Policy



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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.

### **Positive Handling**

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.

- When absolutely necessary for pupil safety untrained staff may physically intervene until a member of staff trained in Team Teach arrives.

### **Governing Body**

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.



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## Appendix 1

### Counter Rewards

#### Weekly counter conversion

If all 25 counters are retained, child will be coded dark green

If 23 – 24 counters are retained, child will be coded light green

If 18 – 22 counters are retained, child will be coded orange

If less than 17 counters are retained, child will be coded red.

- 5 weeks of Green = Bronze certificate
- 10 weeks of Green = Bronze badge
- 15 weeks of Green = Silver certificate
- 20 weeks of Green = Silver badge
- 25 weeks of Green = Gold certificate
- 30 weeks of Green = Gold badge
- 35 weeks of Green = Platinum certificate
- 38 weeks of Green = Platinum badge.

### House rewards

- Half Termly movie and popcorn afternoon for house with the most greens recorded.



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## Appendix 2

### Sanctions

All sanctions will be carried out on the same day, or the next available day for incidents which take place in the afternoon. Child must be told of the sanction and the date and time of the sanction

<ul style="list-style-type: none"> <li>• Losing all 3 counters in a lesson</li> </ul>	15 minute detention
<ul style="list-style-type: none"> <li>• Repeated counter loses</li> </ul>	Parents informed by letter and report card issued by HT/DHT/AHT
<ul style="list-style-type: none"> <li>• Refusal to work</li> </ul>	Parents notified and work to be completed at home Lose a counter
<ul style="list-style-type: none"> <li>• Playfighting</li> <li>• Swearing</li> <li>• Spitting</li> <li>• Throwing</li> <li>• Goadng</li> <li>• Threatening</li> </ul>	15 minute detention Lose a counter Parents informed by letter
<ul style="list-style-type: none"> <li>• Racist comments</li> <li>• Homophobic comments</li> </ul>	1 hour detention informed by letter Lose a counter
<ul style="list-style-type: none"> <li>• Damage or destruction of property</li> </ul>	Parents informed and invoice raised to cover the cost of replacement Lose a counter
<ul style="list-style-type: none"> <li>• Physical assault</li> </ul>	Isolation (HT, DHT or AHT) to determine the length of time) or fixed term exclusion Parents notified by letter Lose a counter
<ul style="list-style-type: none"> <li>• Bullying</li> </ul>	Parent meeting Behaviour contract Learning mentor referral Loss of privileges

Reports cards (See appendix 5)

An agreed number of positive sessions is expected. Failure to meet this target will lead to a loss of privilege, removal from clubs and trips and finally detentions after school.



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## **Appendix 3**

### General Rewards

- Praise (both public and private)
- Non-verbal communications (thumbs up, smiles)
- Stickers
- Marvellous me message to parents
- Certificates and badges (see appendix 1)
- A house point can be given for work and behaviours / attitudes
- Movie/popcorn afternoon
- Afternoon tea party for pupils chosen by class teachers, support staff and fellow pupils (one per class)
- Top table lunch with SLT
- All staff can issue house points for a wide range of things eg good manners, excellent homework, showing kindness, resilience, effort etc



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## Appendix 4

Parental Meeting

Pupil Name: ..... Date of Birth: ..... Class: .....

Present at Meeting: ..... Attendance: ..... SEN Stage: ..... Start Date:

Start Date:	Planned Target Date:	Date	Sig Worse	Worse	Unchanged	Better	No longer a concern
Description of Behaviour:	Strategies:						
Current Frequency:	Success Criteria:						



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## Appendix 5

### BEHAVIOUR REPORT

*Review fortnightly*

<b>Name:</b>	<b>Start date:</b>
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Aim (25 max):  No. Achieved:  Target met?  Week:

Targets:


	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

CONSEQUENCES: *circle as appropriate*    \*Come off Report'    \*Stay on Report  
 \*Exclusion from Play/ Lunchtimes    \*Exclusion from extra-curricular activity    \*  
 After School Detention    \*Internal Exclusion

Signed \_\_\_\_\_  
 \_\_\_\_\_  
*Teacher*
*Parent*
*Child*

**Note: A child must have at least two weeks achieving all targets before they can be removed from report.**