



Chestnuts Primary School

'Encourage, Enable, Empower'

Behaviour Policy

September 2020

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 as well as reducing and managing negative behaviour. It also outlines any changes in policy due to Covid-19.

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.



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Trackit Lights

Trackit Lights is the behaviour tracking system used throughout Chestnuts. The system is an engaging and motivational behaviour management tool bar for children which allows staff to quickly log positive and negative behaviour at any point in the school day. With an emphasis on recognising positive behaviour, Trackit Lights provides instant, visual praise to pupils as well as a clear, specific warning linked to a behaviour being displayed to encourage children to make the right choice.

Green behaviour logged

- For every positive behaviour logged, 1 house point is awarded and displayed next to the pupil's name
- House points are reset at the end of the day
- On time = 1 house point
- Homework handed in on time = 1 house point for each
- Key focus on the Chestnuts Way and Growth Mindset
- Examples of other positive behaviour: ready for learning, good sitting, contributing, presentation, staying safe

Orange behaviour logged

- No deduction of house points
- A verbal warning and take up time will be given first
- When a second warning is needed, the behaviour is logged as orange making the current behaviour choice clear to the pupil
- The pupil's name will turn orange as a visual warning
- Pupils should be on orange for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will remove the orange colour. This will make the positive behaviour choice clear to the pupil.
- Examples of orange behaviour: not following instructions, talking, not on task, disrespectful/silly, negative attitude, distracting others, refusal

Yellow behaviour logged

- No deduction of house points
- If the orange behaviour continues or other further negative behaviour is displayed, then a yellow card will be issued as the pupil's final warning making the behaviour choice clear to the pupil
- The pupil's name will turn yellow as a visual warning
- Pupils should be on yellow for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will change the yellow colour to orange. This will make the positive behaviour choice clear to the pupil and encourage them to continue in order to remove the orange colour too.
- Examples of yellow behaviour: the same as orange behaviour above



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Red behaviour logged

- No deduction of house points
- If the yellow card behaviour continues or an extreme behaviour is displayed, then a red card will be issued making the behaviour choice clear to the pupil and resulting in an incident form to log additional details regarding the incident
- The pupil's name will turn red as a visual warning
- Parents/carers will be told about all red behaviour incidents logged
- Pupils can still work their way back up through the colours (yellow, orange, green) by displaying and logging green behaviour
- All incident forms show a chronological timeline of events logged leading up to the red behaviour and can be accessed multiple times to include additional comments (restorative conversation, parent/carer informed, detention given etc.)

Data analysis

- All red behaviour logged automatically alerts the Head, Deputy and Assistant Head so that they can provide immediate support where necessary
- At the end of each half term, behaviour data recorded will be sent home to parents/carers to be celebrated
- Data will be analysed to inform support that can be put in place

Rewards

Our emphasis is on rewarding good behaviour and actions rather than sanctions to emphasise failures. At Chestnuts, we use a range of rewards to reward good behaviour and recognise noteworthy achievements (See Appendix 3). For every green behaviour logged on Trackit Lights, 1 house point is awarded unless the child is logged as a 'Super Star' which awards them 2 house points! When pupils reach a certain threshold of points, Trackit Lights automatically generates a certificate (See Appendix 1). House points are collated every half term and the winning house is rewarded.

Break and Lunchtime behaviour

If behaviour needs to be recognised or logged during breaktime or lunchtime, Trackit Lights will still be used. Staff will need access to an Ipad to login to the Trackit Lights website. Here they can type in any child's name and log the behaviour as required. If internet access is unavailable further away from the school building, then either names of positive behaviour to be logged can be passed onto the class teacher or (like negative behaviour) the behaviour must be logged via the website at a later date (time and date can be back dated).

Lunch Supervisors Recognition (unable to happen during Covid-19)

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



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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 the 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

Behaviour logged will be analysed weekly by the Assistant Head and shared with the leadership team. Certificates and badges will be awarded for reaching a house point threshold (see Appendix 1).

Where a child is repeatedly having yellow or red behaviours logged, Senior leaders will review the patterns. Behaviour meetings will be held between class teacher, leadership team, parent and child when flagged up through data analysis. The purpose of the meeting is to identify the unacceptable behaviours and devise strategies to support the child in making better choices. If behaviour continues to be a concern, 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 (see Appendix 2).

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.

Following fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Plan will be drawn up for the pupil (Appendix 6). 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.



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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

House Point Rewards

50 house points = Bronze certificate
100 house points = Bronze badge
200 house points = Silver certificate
400 house points = Silver badge
800 house points = Gold certificate
1200 house points = Gold badge
1600 house points = Platinum certificate
2000 house points = Platinum badge
2400 house points = Diamond certificate

House rewards (unable to happen during Covid-19)

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



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Appendix 2

Sanctions

All sanctions will be carried out on the same day, or the next available day. Child must be told of the sanction and the date and time of the sanction. Detention may be held at breaktime, beginning of lunch or end of lunch, depending on year group timetables.

Red behaviour logged	Sanction
<ul style="list-style-type: none"> • Persistent negative behaviour • Dangerous behaviour • Aggressive behaviour • Play fighting • Swearing • Spitting • E-safety • Bullying 	15 minute detention Parent informed
<ul style="list-style-type: none"> • Damage or destruction of property 	15 minute detention Parents informed and invoice raised to cover the cost of replacement
<ul style="list-style-type: none"> • Racist comments • Homophobic comments 	1 hour detention with AHT Parent informed
<ul style="list-style-type: none"> • Physical assault 	Isolation (HT, DHT or AHT) to determine the length of time or fixed term exclusion Parents informed
<ul style="list-style-type: none"> • Bullying 	Parent meeting Behaviour contract (appendix 12) Learning mentor referral Loss of privileges

Red Behaviour Log Provision

Behaviour	Sanction	Next steps
Red behaviour logged	Detention in year group	<ul style="list-style-type: none"> • 3 detentions = behaviour meeting 1 • Senior leadership and class teacher • Fill in behaviour meeting form pt.1 • Future detentions to be reflective on behaviour
Red behaviour logged	Detention in year group	<ul style="list-style-type: none"> • 6 detentions = behaviour meeting 2 (via Zoom) • Class teacher, parent/carer and child • Fill in behaviour meeting form pt.2 • Class teacher to fill in a behaviour plan and share/update in the meeting • Begin to involve learning mentor if necessary
Red behaviour logged	Detention in year group	<ul style="list-style-type: none"> • 9 detentions = behaviour meeting 3 (via Zoom or in school) • Class teacher, parent/carer, child and senior leader



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		<ul style="list-style-type: none"> • Class teacher to fill in a behaviour tracking document and a report card and share in the meeting • Fill in behaviour meeting form pt.3 • Review behaviour plan • Future detentions to be with senior leader • Set up a review meeting in 2 weeks with parent/carer • Child to show report card to AHT at the end of each day • Child to have a weekly meeting with AHT to review report card and Trackit Light data • Begin to involve SENCo
Red behaviour logged	Detention with senior leader	<ul style="list-style-type: none"> • Behaviour meeting 4 (in school) • Class teacher, parent/carer, child and senior leader • Fill in behaviour meeting form pt.4 • Review behaviour tracking document • Red behaviours since last meeting = loss of privileges (e.g. representing sports, trips, school council, playground buddy etc) and SENCo involved • Minimal/no red behaviour logged since last meeting = future detention location to be reviewed (AHT or year group) • Set up a review meeting in 2 weeks with parent/carer • Child to show report card to AHT at the end of each day • Child to have a weekly meeting with AHT to review report card and Trackit Light data
Red behaviour logged	After School detention with senior leader	<ul style="list-style-type: none"> • Involve Head teacher

Reports cards (See appendix 9&10)

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 (Years 4-6).



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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

Behaviour Meeting Notes (Part 1: 3x detentions)

Date:

Child's name:

Class teacher:

SLT support:

(Highlight if applicable)

PP LAC PLAC CSC CFP Behaviour plan Orchard/Meadow/Blossom

SEN _____ Other outside agency support _____

✓ Discuss incident logs and orange/yellow behaviour

Possible points for discussion:

- Motives
- Triggers
- Actions taken
- Parents informed
- Home life / changes
- Quality First Teaching
- Previous behaviour

- Testing limits (clear, consistent rules)
- Lack of skills (pitch of work)
- Attempts at independence (2 choices given)
- Big emotions (ways to deal with feelings)
- Unmet needs (HALT: hungry, angry, lonely/bored, tired)
- Power and control (2 choices given)
- Learned misbehaviour (uphold the rules)
- Underlying mental health issues (refer to Karen Wilkes)
- Protecting themselves (problem solving skills)
- Self-worth (alter self-fulfilling prophecy)

Behaviour is communication:

- Seeking attention (praise the positive)
- Imitation

✓ Future detentions to be reflective on behaviour choices. Child to work with teacher on understanding and changing their behaviours (bank of resources on the portal in the behaviour folder)

Overview and outcomes from discussion:

NEXT STEPS

- BEHAVIOUR PLAN
- LEARNING MENTOR



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Appendix 5

Behaviour Meeting Notes (Part 2 via Zoom: 6x detentions)

Date:

Parent(s) / Carer(s) present: _____

Child present: Yes/No

Class teacher present

- ✓ Share outcomes from behaviour meeting part 1 and impact to date
- ✓ Discuss further incident logs and orange/yellow behaviour
(look at possible points for discussion from behaviour meeting part 1 form)
- ✓ Share/update behaviour plan
- ✓ Begin to involve Learning Mentor if necessary

Overview of discussion:

NEXT STEPS

- BEHAVIOUR TRACKING DOCUMENT
- REPORT CARD – DAILY TO AHT
- BEHAVIOUR REVIEW MEETING – WEEKLY WITH AHT
- SENCo
- DETENTIONS WITH SLT



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Appendix 6

INDIVIDUAL BEHAVIOUR PLAN

NAME		CLASS	
DATE OF BIRTH		YEAR GROUP	
DATE PLAN STARTS		KEY ADULTS WORKING WITH THE PUPIL	
DATE OF NEXT REVIEW			
<u>TARGETS</u> <i>(What we are working towards)</i>			
<u>PUPIL LIKES</u>		<u>PUPIL DISLIKES</u>	
<u>POSITIVES</u> <i>(What the pupil is good at)</i>		<u>TRIGGERS</u> <i>(Common situations which have led to problems in the past/behaviours which require action)</i>	
<u>EARLY WARNING SIGNS</u> <i>(How do we prevent an incident? What to look out for and how to respond)</i>			



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CHALLENGING BEHAVIOUR

(What does this look like?)

MODIFICATIONS TO THE ENVIRONMENT OR ROUTINES

(What we can do to prevent problems from arising)

STRATEGIES FOR POSITIVE BEHAVIOUR

(How do we maintain positive behaviour?)

PREFERRED DE-ESCALATION STRATEGIES

(How do we diffuse the situation? What tends to calm them down?)

Humour

Negotiation

Diversion

Patience

Involve a new person

Calm talking

Firm clear directions

Distraction

Planned ignoring

Active listening

Validate their emotions

Reminder of consequences

Verbal advice and support

Visual advice and support

Reassurance

Limited choices

Withdrawal offered

Calm body language

Reminders of success

Providing personal space

ARE THERE ANY STRATEGIES THAT DO NOT WORK?

AT WHAT STAGE SHOULD ANOTHER MEMBER OF STAFF BE INFORMED? WHO SHOULD THIS BE?



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PREFERRED PHYSICAL TECHNIQUE

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

Friendly hold

Single elbow

Double elbow

Figure of four

Sitting on chairs

Small child escort

T Wrap

SUPPORT AFTER AN INCIDENT

*How do we help the pupil reflect and learn from the incident?
Is there anything staff can learn about working with this pupil?*

MAINTAIN EFFECTIVE COMMUNICATION

(How do we ensure positive communication between home and school?)

AGREEMENT

Parent/Carer Name

Staff Name

Parent Signature

Staff Signature

Date:

Date:

Level of risk presented

1 2 3 4 5 6 7 8 9 10



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Appendix 7

Behaviour Meeting Notes (Part 3 via Zoom or in school: 9x detentions)

Date:

Parent(s) / Carer(s) present: _____

Child present: Yes/No

Class teacher present

Senior leader present: _____

- ✓ Discuss further incident logs and orange/yellow behaviour (look at possible points for discussion from behaviour meeting part 1 form)
- ✓ Review behaviour plan
- ✓ Share behaviour tracking document
- ✓ Share report card. Child to show to AHT at the end of each day
- ✓ Child to have weekly meeting with AHT to review report card and Trackit Light data
- ✓ Begin to involve SENCo: Yes/No
- ✓ Future detentions to be with SLT: _____ (who)

- ✓ Review meeting for 2 week's time: _____ (date/time)

Overview of discussion:

NEXT STEPS

- LOSS OF PRIVILEGES



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Appendix 8

Behaviour Tracking Document

Pupil Name:

Start Date:

Target date:

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern



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Behaviour Tracking Document continued

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern

Description of Behaviour	Current Frequency	Strategies	Success Criteria	Date	Sig. worse / Worse / Unchanged / Better / No longer a concern



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Appendix 10

BEHAVIOUR REPORT - PLAYTIME & LUNCHTIME (print on blue card)

Review fortnightly

Name:

Start date:

Aim (10 max):

Week:

Targets:

1.
2.

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Lunch					

No. Achieved:

Target 1 met?

Target 2 met?

OUTCOME OF REPORT: highlight 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



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Appendix 11

Behaviour Meeting Notes (Part 4)

Date:

Parent(s) / Carer(s) present: _____

Child present: Yes/No

Class teacher present

Senior leader present: _____

- ✓ Review report card
- ✓ Discuss further incident logs and orange/yellow behaviour
(look at possible points for discussion from behaviour meeting part 1 form)
- ✓ Review behaviour plan
- ✓ Continue with report card
- ✓ Continue with meeting with AHT

No/minimal improvement in behaviour:

- ✓ Loss of privileges? (e.g. representing sports, trips, school council, playground buddy etc)
- ✓ Ensure SENCo is involved (anything to feedback?)

Improvement in behaviour:

- ✓ Future detention location to be reviewed (AHT or year group?)
- ✓ Come off report? (at least 2 weeks of achieving all targets)

- ✓ Review meeting for 2 week's time: _____ (date/time)

Overview of discussion:

NEXT STEPS

- INVOLVE HEADTEACHER
- AFTER SCHOOL DETENTIONS



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Appendix 12

Student Behaviour Contract

(Name of child) will begin this contract on **(date)** to help in assuring his/her success. This contract will be used to assist in determining his/her future at Chestnuts Primary School.

Goals for Student (examples):

1. I will follow all school rules and behaviour expectations at Chestnuts Primary School
2. I will not call children names
3. I will not make unpleasant comments to children
4. I will not tease children

Rewards if Goals are met (examples):

1. I will be logged as green on Trackit Lights
2. I will receive a reward to be agreed upon if I get a green grade for each session for a week

Consequences if Goals are not met (examples):

1. I will be placed in isolation for 1 day
2. I will be excluded from School for ___ days
3. I will be permanently excluded

Support that will be provided to assist in meeting the Goals (examples):

1. I will have weekly meetings with the learning mentor which I will engage with
2. I will speak daily to my class teacher to reflect on my behaviour choices

Special note: The rewards and consequences mentioned above are null and void if **(name of child)** commits an act that would require Fixed or Permanent exclusion. This will be determined by the Headteacher.

By signing this contract all parties agree to the stipulations above and will follow accordingly. The following contract will be reviewed by the student, parent, class teacher and headteacher on

(Signed by student)

(Signed by parent)

(Signed by Class teacher)

(Signed by Headteacher)