

Chestnuts Primary School



Behaviour Policy

September 2022

Written by: Behaviour working party

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Introduction

This Policy has the aim of developing good social behaviour in the children of Chestnuts School. It highlights the importance of relationships, caring for the school and its environment, safety and personal welfare. It is shared with all staff every September.

It is our aim to support children with Specific Learning Difficulties through an understanding of the particular difficulties they face. In improving pupil's behaviour, we hope to develop children's confidence and self-esteem.

We aim to promote the idea of the school as a community and a place where children will feel happy and secure; a place where they feel valued and where they may develop to their full potential, academically, socially and as good citizens.

This policy is to be read in conjunction with our bullying policy and safeguarding policies.

Statement of behaviour principles

At Chestnuts School, we want to ensure children feel happy and safe. The school will strive to create an atmosphere of mutual trust, through positive relationships and shared responsibility between parents/carers, staff, pupils, and the community where all members of the school community feel they are equally valued.

We see behaviour as a symptom and work hard with children and their families to find solutions to the problems.

We believe that to achieve success we must build on the values established in the home and provide a partnership between parents and the school. We will endeavour to create and maintain a well-ordered and happy school with a common sense of purpose. Clearly defined expectations and high standards of behaviour, understood by all, will help to promote a safe, calm and secure environment.

Appropriate expectations and behaviour will enable all members of the school community to relate and co-operate with each other. It will provide a framework in which high standards in all areas i.e. academic, social and moral, can be fostered and celebrated.

We endeavour to achieve high standards in every aspect of school life by making the most efficient use of all resources available.

Our Aims and Values:

Chestnuts Primary School will help pupils develop into young people who are:

- **Ambitious and Creative**
- **Responsible and Respectful**
- **Compassionate and Curious**
- **Resilient and Tolerant**

We believe our pupils need these values in the classroom, the school and the wider world.

Legal Duties

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In addition to the contents of this Behaviour Policy, reference should also be made to the Teachers' Standards (DfE, May 2012) and Keeping Children Safe in Education (2018).

Assertive Language

The consistent use of assertive language by all adults in school will create a climate that supports pupil's self-esteem, develops their emotional development and makes instructional language clear and precise. This language is effective in managing behaviour but also models the language that pupils should use with each other.

- I need you to.....thank you
- We/You need to.....thank you.
- I can see that you are..... (a feeling)
- You seem to be..... (a feeling)
- I need you to show me you can stay/move back to green by..... (Clear behaviour expectation)
- Avoid asking pupils why they are doing something- this will lead to confrontation. Instead ask "What should you be doing now?"
- Reinforce the rules i.e. What is the rule about sitting on your chair? What is the rule about moving around school?
- Keep it clear, keep it short, and keep it visual.
- Offer choice i.e. if you choose to.....you will lose 10 minutes of your break and move to yellow card. If you choose to.....you will stay on green and keep your break. I hope that you make a good choice. This makes the choice and the consequence very clear.
- Say thank you after an instruction i.e. Sit in your chair. Thank you.
- Give eye contact. This shows you are assertive, honest and interested.
- Agree with the pupil i.e. Maybe you are....Maybe they did....but I will deal with it.
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The emotionally friendly classroom/ Attachment friendly school

An attachment and emotionally friendly school is:

- excellent at nurture and care
- a listening school, who really value parents and children, and invest in training around supporting adopted children and those with Attachment Disorder
- an understanding and approachable school that makes all the difference for the children and the family
- one that plays a vital role in helping these children emotionally, socially, and academically by providing specific support to raise attainment and address their wider needs

Emotional intelligence can be defined as:

- knowing one's feelings and using them to make good decisions in life;
- being able to manage moods and control impulses;
- being motivated and effectively overcoming setbacks in working towards goals.

At Chestnuts we are passionate about and determined to create an environment that enables emotional intelligence.

School rules

At Chestnuts Primary School we have worked as a community to agree the following 4 school rules:

BE READY
BE ENGAGED
BE RESPECTFUL
BE SAFE

Classroom Management

In classes staff will endeavour to:

- Create a calm and purposeful classroom atmosphere
- Be well organised
- Be constructive and positive, rewarding good behaviour
- Be clear about and reward our school rules
- Be specific about what is expected and what is unacceptable
- Deal fairly but effectively with unacceptable behaviour, remembering that it is not the child that is disliked but a particular action
- Avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- Inform parents of any problems where appropriate at the end of the same day
- Set an example to the children in all matters.
- Ensure everyone helps
- Be consistent with our expectations
- Create safe learning environments, both emotionally and physically

Restorative conversations

At Chestnuts Primary School we value the relationships and the impact these relationships have on the children in our care. Where a reflection or conversation has been had around a child's negative behaviour, we think it is important to have a restorative conversation.

Restorative conversations ensure children recognise that we care for them, make them feel secure and reconfirm the boundaries that may have been broken while the child was upset.

When challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Health and Safety

In order to promote a safe and healthy environment it is essential that all children should:-

- Move around the school in a safe and controlled manner
- Respond as instructed to fire drills
- Avoid restricted areas as defined by all adults
- Be correctly equipped for lessons, e.g. PE, games, swimming, Art & Craft and cooking.
- Be aware of the importance of personal hygiene, particularly washing hands before eating and after using the toilet
- Keep personal property safely stowed so that it doesn't obstruct corridors and cloakrooms or endanger themselves or others
- Ensure they do not bring inappropriate equipment into school

Rewards

At Chestnuts Primary School we aim to promote and encourage positive learning behaviours through the use of individual and whole class rewards systems using DOJO. These systems should be consistent throughout the children's school career and present in every class. The rewards are linked to our 4 main rules that reflect our school values:

Be Safe

- Tolerant
- Compassionate

Be Ready

- Ambitious
- Resilient

Be Respectful

- Responsible
- Respectful

Be Engaged

- Curious
- Creative

EYFS and Year 1

The Rocket

Each class will have a rocket with green (1-7), bronze (8), silver (9) and Gold (10) steps. In Nursery the number of steps may be reduced. This will be decided by the team according to the needs of the cohort. There will also be yellow, red and blue fire at the bottom. All of the children's names will be displayed on the rocket. The rocket will be displayed alongside our 4 school rules. During lessons the class teacher will move children up the rocket to draw attention to desired learning behaviours. This gives children instant feedback and recognition for their positive behaviour and will link to our 4 rules and core values (see above).

When children reach 10 on the rocket they will be given a small prize (EYFS) or 10 merits (Year 1). The rocket is never reset so that children can progress up the rocket at their own rate. All children should regularly experience reaching 10.

It is possible for children to take a step back down on the rocket as a consequence for not responding to warnings to change behaviour which breaks one of our 4 school rules. However, moving up the rocket must be much more common than moving down. In the case of a serious incident a child's name can be moved straight to the fire steps at the bottom of the rocket; these steps correspond to the sanctions system.

Year 2 – Year 6

Class Dojos & Merits

Each class will use the Class Dojo website to create a group for their class. The skills are edited to reflect our 4 school rules (Be safe, Be ready, Be respectful, Be engaged). During lessons the class teacher will use dojo points to look for and draw attention to desired learning behaviours. This gives children instant feedback and recognition for their positive behaviour and will link to our 4 rules and core values (see above). Dojos are not to be taken away as a consequence of poor behaviour or linked to our sanctions in any way. They should be reflective only of positive learning behaviours.

Each class will display a merit poster in the classroom. At the end of each week the class teacher will tally up the dojos from that week and give each child **1 merit for every 2 dojos** they have received. The dojo bubbles will then be reset so that there is a fresh start for the children each week.

Children will receive certificates in Star Assembly every Friday for reaching 10, 25, 50, 100, 150, 200, 250 merit milestones. This will ensure that all children will reach many of these milestones throughout the school year and receive positive feedback for their efforts.

Praise

At Chestnuts where appropriate we praise in public, discuss negative choices in private

- This may be spoken or written, personal or public
- Children's work when marked will, wherever possible, have a positive comment on it.
- Children will be encouraged to share good work with other children, classes and their parents.
- Teachers may make direct contact with parents to share good news either personally or by sending a text home, writing a note or having a conversation at the beginning or end of a school day.
- Children are invited to make positive comments about each other's work and behaviour.

On Fridays there is a celebration assembly with Ms Horwood- children are recognised for their good work, or demonstrating the school values which are:

- **Ambitious**
- **Creative**
- **Responsible**
- **Respectful**
- **Compassionate**
- **Curious**
- **Resilient**

- **Tolerant**

The children receive a certificate for their achievement and this is included in the newsletter.

Lunchtime Supervision

We are consistent with our approach to all children. The school rules are applied at all times. In order to maintain a happy and well-ordered school during the lunchtime break, parents are advised that during this period SMSA's are in charge of the children and that the Supervisors continue to apply the school rules.

- We encourage fair play in the playground
- Children are encouraged to play games e.g. skipping, ball, etc.
- Lunchtime supervisors are encouraged to praise positive behaviour and they award a token which equates to a dojo for behaviour that directly links to the 4 school rules.
- If there are any problems at lunchtime, parents are advised that they should always discuss these with a member of the teaching staff, who will endeavour to find out more details.
- There is a lunchtime duty rota for SLT. This person will be available to deal with incidents, listen to all sides and resolve the situation.
- Year 5 and 6 children take the responsibility of play leaders in the playground.
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Sanctions

At Chestnuts Primary we recognise that there will be occasions where a child has broken a school rule and a sanction will need to be put into place.

In these situations staff will:

- Remain calm at all times and respond in a calm manner
- Give clear warnings and try to redirect (see Appendix 1)
- Listen to all sides of the story before putting a sanction into place
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Where it has been deemed a sanction is necessary record the rule broken in the orange book (ks2) and send to reflection at play time.

Reflection years 3-6

Warning

A warning will be issued for low level behaviour disruptions after an initial warning and redirection have been unsuccessful. These behaviours will be recorded in a reflection book in the classroom which will be monitored by the Senior Leadership Team. Patterns of children and incidents will be tracked and discussions with relevant staff will be held.

Children sent to Reflection with SLT for yellow card behaviours (persistent talking, not following instructions, not engaged) will fill in a reflection sheet and remain in Reflection for a maximum of 10 minutes.

Children will be required to complete reflection for serious breach of the school rules **without warning.** 'Not being Safe' in any context is a serious rule break- this includes behaviour that may hurt themselves or others, being missing from class or weaponising school property.

Parents will be informed by the class teacher if their child has seriously broken school rules (for example hurting another) and completed a reflection form. These incidents must be recorded on CPOMS.

Persistent negative behaviour may require a time out in another class or an internal exclusion with a member of SLT.

Serious breach of the rules include: verbally abusing peers or staff and/or physically abusing peers or staff and breaking/damaging school property.

They will remain in Reflection for the entire break and receive a phone call home

For extreme behaviour/aggression please direct the child to a sensory room and call for a member of SLT for support.

Temporary, Fixed Term or Permanent Exclusion

In exceptional circumstances and after everything else has proved ineffective, the Head teacher retains the power to exclude a pupil from the school (whether by temporary, fixed term or permanent exclusion). This is in line with the Education Act 2002 as amended by the Education Act 2011.

The Head teacher may become involved at any stage but more likely if the matter is serious and will take appropriate action. Parents may be called to school for a serious incident to discuss the matter. A definite exclusion, i.e. fixed term or a permanent exclusion is an extreme measure, which is usually only considered after all else has failed. In such cases parents have the right of appeal firstly to the school's governing body and then to the Local Education Authority.

Pupils with SEND

There are pupils for whom the rewards and sanctions might not be sufficient to support their individual needs. In these instances due to the nature of the underlying issues that are affecting the pupil extra in class systems may be used by the class teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the schools SEND register for behaviour and all strategies used must be documented. In these cases an individual behaviour protocol will be developed for these children.

It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up by the class teacher with support from the School SENCO or outside agency.

The school will try various strategies to support these pupils and these will be recorded by the class teacher. Each new strategy requires implementation for consistent length of time to ensure consistency.

We follow the zones of regulation theories and practices and actively teach all children about their emotions and regulating their behaviour.

Appendix 1

Warnings

- o 'Our rule is '.....',
e.g. Our rule is 'be respectful', we expect you to listen to the person talking.
- o Use a countdown
e.g. Sit quietly ready to begin 5, 4, 3, 2, 1.
- o You are choosing to ... I expect you to ...
e.g. You are choosing to spoil your work. I expect you to take care and use clear handwriting.
- o You are choosing to ... If you continue ...
e.g. You are choosing to ignore an instruction. If you continue you will have to leave the class.
- o I have asked you to ..., if you don't ...
e.g. I have asked you to help to tidy up, if you don't your name will have to go down the rocket.
- o You have ..., if you ... again ...
e.g. You have been unkind to your friend, if you are unkind again you will be on time out.
- o I have seen you ... , this is a warning, if you ... again ...
e.g. I have seen you push Ben, this is a warning, if you push someone again you will be on time out.

Redirects

- o Use the praise system
e.g. start giving dojo points/moving children up the rocket.
- o I like the way ... (comment on the desired behaviour you want being displayed by another child)
e.g. I like the way Chantelle is listening carefully.
- o I really like the way you are now ... (comment on how the child has responded to your warning)
e.g. I really like the way you are now trying your best with your work.
- o I like the way ... (comment on a different positive behaviour that they are displaying)
e.g. (Following a warning for unkind language) I like the way you are focussing on your work.
- o Well done (name) I can see you are choosing to (something positive).
e.g. Well done Julie I can see you are choosing to try a new vegetable.
- o After a session take the child aside to tell them something positive
e.g. At first it was difficult for you to take part in the game in PE but I could see that you really tried your best and I was really impressed with the way that you worked with Mohammed.

- o At the end of a session take time to acknowledge that a child has responded to your warning.
e.g. I was really impressed that you listened carefully to your friends at story time. I could see that you remembered what we talked about and made a positive choice.

appendix 3 - Reflection sheet



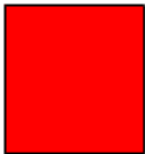
Time for reflection sheet



This is what I did...

This behaviour is not ok because...

I feel:



Next time I will...

I have apologised

YES

NO



APPENDIX 4

Protocol to follow when a child breaks a rule

Simple phrases and protocol that members of staff use when approaching a child who has chosen to break a school rule, with a clear, consistent consequence.

Rules and consequences will clearly be displayed throughout the school and all staff, children and parents will be made aware of them.

Step 1: Approach child and say....

"I can see that/You have broken the rule of safety. The consequence of this is" e.g. writing out lines I must not run in the corridor/speak on the stairs

"I can see that/You have broken the rule of respect, the consequence of this is....." eg. Letter of apology

"I can see that/You have broken the rule of engagement, the consequence of this is....." e.g. stay in during playtime to finish your work

"I can see that/You have broken the rule of readiness, the consequence of this is....." e.g. Letter home

Step 2: instruct the child to go to the reflection room/classroom reflection table

They will have time to reflect on what has happened (A reflection form will be available to fill in)

A child will carry out their consequence then return to the playground

Step 3: Refusal to accept consequences

If a child refuses to follow the guidance of the adult their parent/carer will be informed and the child has to complete reflection the following day.

What to do when a child is a heightened/emotional state:

Step 1. Approach child

"I can see you are upset/angry

Step 2: instruct the child

You can go to the ELSA, KS2/SENSORY, KS1 room for ... (time period.)”

You will have an opportunity to reflect on how you are feeling.

A reflection form will be available and an adult will discuss your feelings with you.

Step 3: contact adult

If a child refuses to withdraw to a safe space their adult/parent/carer will be called to discuss.

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At Chestnuts we

will...

Be safe



Be engaged



Be respectful



Be ready