Chacewater C P School

BEHAVIOUR POLICY

Caring and Learning Together

The nature of good behaviour at Chacewater

Our mission statement is 'Caring and Learning Together'

We believe that good behaviour means that everyone in our school:

- Shows care for everyone and everything
- Shows good manners at all times
- Enjoys and achieves
- Follows instructions with thought and care

We believe that the benefits of good behaviour are that

Children
Learn what good behaviour means
Learn to care for others
Feel happy and safe
Learn to be good friends
Develop self-confidence
Do as well as possible in their work

Teachers
Teach effectively without disruptions
Meet the needs of all children
Work positively with parents

Parents
Feel confident that their children are being taught in a safe and secure environment

Aims

We aim to create a stimulating and caring environment where all children irrespective of race, gender,sexual orientation, religion and belief and disability learn:

- To be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements
- To value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture
- To develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them

The school works to achieve these aims by

- Planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, social, aesthetic and moral development

- Structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development

- Providing clearly-defined and consistent boundaries which are carefully explained to the children

- Acting as role-models by demonstrating the positive behaviour we wish to encourage among the children

- Providing a supportive environment where appropriate behaviour is encouraged, noticed and praised

And through experiences and activities

In the classroom

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Chacewater we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for appropriate behaviour.

We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour. This will occur as part of normal classroom Personal, Social, Health and Citizenship work and also at times when inappropriate behaviour has occurred.

Within the classroom, staff are expected to:

- Work under clearly understood rules
- Ensure that work is appropriate to children's abilities
- Set clear objectives and targets, focusing on LEARNING
- Give clear instructions and explanations
- Set clear work requirements for children
- Handle misbehaviour quickly and calmly

In the school

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their work displayed throughout the school.

The school has a 'House' system where the children work collaboratively together for the benefit of the team. These 'houses' are vertically grouped.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and libraries. This means working or moving around the school quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Children only move from their classrooms with the permission of, or under

the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use.

At whole-school assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the lunchtime staff to behave in a quiet and controlled manner and to remain seated while eating.

In the playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and teaching assistants on playground duty at morning break (and afternoon break for KS1) to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or the headteacher may be informed if any behaviour has caused particular concern.

During the lunch break, the lunchtime staff assume responsibility for the children with the headteacher (or, in the head's absence, a designated member of staff).

During wet weather, the children remain in the classrooms. Staff are expected to supervise the children during wet playtimes or arrange adequate supervision on a shared basis with other teaching/support staff. Each classroom has a supply of 'wet playtime' games and activities and the children are given clear guidelines about which activities they may use during wet playtimes. During wet lunch breaks, the lunchtime staff arrange appropriate supervision of, and activities for, the children.

Parents of any child who persistently disrupts lunchtimes for others may be contacted by the headteacher to discuss ways of supporting the school. Parents may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact parents and discuss arrangements.

Our overall aim is to create a positive learning experience for every child.

The school's policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note – but give no positive attention to – unacceptable behaviour. This is achieved by the following:

- Providing a well-organised and stimulating classroom and curriculum
- Sharing successes verbally with other children and adults
- Sharing successes during class and whole-school assemblies including Friday parent assemblies
- Using stamps and/or stickers in children's books
- Giving certificates to celebrate specific successes
- Having the opportunity to earn Golden Time as a reward for following the Golden Rules

- Focusing on and praising appropriate behaviour
- Defining appropriate behaviour as a positive, rather than negative, statement, eg “work quietly” rather than “don’t talk”; “walk please” rather than “don’t run”
- Making praise specific, eg “I’m really pleased you have shared the paints with John today” to a child who finds co-operation difficult
- Speaking to children quietly and calmly
- Speaking to children courteously, without the use of sarcasm
- Smiling!

Behaviour management

Behaviour system

The children must be aware of the rewards system that is in place and the consequences, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in school. These should be clearly displayed in each classroom.

Key Stage 1 including Class 3 (include Foundation only when/if appropriate)

Each class has a visual SUN. All children’s names are automatically on the sun as a sign of their good behaviour.

Children’s names are moved to a STAR as a reward for exceptional behaviour/effort/achievement

There are also THREE CLOUDS. A white and dark and stormy cloud. These are a form of visual reminder to children whose behaviour becomes a cause for concern and are part of the sanctions system (explained below).

Key Stage 2

Each class has a grey card on/near whiteboard. Names are written on this card as a visual reminder as part of the sanctions system.

Class Charters

Display Chacewater Golden Rules including vision

Display chosen rules of class

Display rewards and sanctions alongside charter

Rewards

Rewards should be given for behaviour and effort

Achievement (for that child’s ability) in class work

Good behaviour

Examples:

Lining up sensibly
Eating lunch sensibly
Acts of kindness
Tidying up well
Helping another child
Sitting well in assembly
Listening well
Playing sensible games at playtime
Trying hard
Acts of thoughtfulness
Tidying up and taking care of the environment, being good citizens

Daily 'one off' instant REWARDS could be:

Oral praise
House points
Written praise
Stickers
Smiley faces in books etc
Certificates
Clap from peers
Special job/responsibility
Sent to the headteacher

Cumulative Rewards

House points and house treats
Whole class rewards – Golden Time

Golden Awards in Friday 'celebration' assembly

Sanctions for unacceptable behaviour

Sometimes, however, for a variety of reasons, a child will continue to find it difficult to behave in an acceptable manner. If this happens, there are further strategies and sanctions that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

1. A verbal warning

This should be verbal. It should be clear and firm. The pupil should be told what it is he/she is doing wrong and told they have a warning.

For example "you were talking when you should have been listening. Therefore you have chosen to break a school rule so you have a warning. Next time you choose to break a rule your name will be written on the grey card/white cloud."

2. Name on board/white cloud

Name moved to white cloud KS1 or written on the grey card (KS2). This should follow above warning and should be stated in terms such as:

"I've already given you a warning this session/lesson/playtime now I'm taking your name off the sun/writing your name on the board".

If the pupil has then behaved appropriately until the end of the session/lesson the name should be put back onto the sun, ready for a fresh start next session KS1. In KS2 the name should stay written up for the rest of the whole morning or afternoon then wiped clean. If pupil breaks another rule whilst name is written up, then move to stage 3 of the consequences.

3. Miss a playtime

KS1 Name moved to dark cloud and 5 minutes time out in class. If child continues to display inappropriate behaviour then move name to stormy cloud and send to Class 1 or Class 2 until end of session

KS2 Place a tick next to name. These children will miss all or part (appropriate to age) of the next playtime (even if it is the next day). This should be logged

Lost playtimes will take place on the line in the playground. During this time the children should sit in silence and reflect on their behaviour

Playtimes

During playtimes failure to follow any of the Golden Rules could result on standing on the line upto a period of 10 minutes.

3. Speak with parents

Should a pupil miss 3 separate playtimes in quick succession the headteacher will contact the child's parents and ask for a meeting to discuss the child's behaviour

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. The school welcomes the interest and close involvement of parents and we hope that parents will support the school's behaviour policy. Parents, and children, are encouraged to sign the Home/School Agreement.

Chacewater school has a structured programme which ensures that parents have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour.

Informal contact with parents, before and after school, is encouraged but parents are invited to discuss more specific concerns with class teachers or the headteacher by appointment if at all possible.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the school in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, exclusion may be implemented, following correct procedures.

The use of physical intervention

The use of force to control or restrain pupils is a last resort – preferably by a **fully trained staff member** (Team Teach) – and can only be used to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in behaviour at school or on school activities/visits which is seriously prejudicial to the welfare of other pupils or staff

All incidents of physical intervention must be reported to the headteacher immediately and logged in accordance with the County Policy.

Please refer to:

The School Policy on the Use of Force to Control or Restrain Pupils

The Use of Force to Control or Restrain Pupils – County Guidelines October 2009

Further guidance for staff

Social and Emotional Aspects of Learning Materials 2005

Evaluation of Policy and Practice

The effectiveness of this Policy in achieving the stated aims will be formally reviewed in accordance with the School Improvement Plan, annually.