Behaviour Policy - Draft

A Beyond ACADEMY
SCHOOLS TRUST

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School Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Equity, Leadership, Integrity and Care are central to everything we do at Chantry Community Primary School.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Legislation

This policy is based on advice from the Department for Education (DfE) on:

- The Education Act 2002 (amended 2011)

- The Equality Act 2010

- The School Discipline (pupil exclusion and reviews) 2012

- The Education Regulations 2017

- The Human Rights Act 1998

- Keeping Children Safe in Education 2024

- Use of reasonable force in schools 2013

- Special educational needs and disability code of practice: 0-25 years 2015

- 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 pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give

schools the authority to confiscate pupils' property

Policy review

This policy will be reviewed annually, but may be reviewed and updated more frequently if necessary.

Aims for Behaviour

- To ensure that every member of the School community feels valued and respected, and that each person is treated fairly and well.
- Teach respect for individuals and the understanding that we are all different.
- Ensure a consistent, positive approach to behaviour management throughout the school day.
- Establish clear procedures for dealing with and managing unacceptable behaviour.
- To promote an environment where everyone feels happy, safe and secure.
- Ensure the social, emotional and learning needs are addressed appropriately.
- Provide students and staff with an environment that is suitable for learning. To foster independent work habits, leading to increasingly focused self-assessment.
- Empower students so that they are able to self-manage their behaviour.
- Prepare students for entry into the next phase of their education or employment or further education.
- Praise and reward good work, positive behaviour and attitudes.
- Encourage the active and early involvement of parents in supporting positive behaviour.

Both staff and children within the school are made aware of their rights and the responsibilities.

Right to an identity	**Responsibility** to respect other people's religion and culture, the way they dress and look and treat everyone equally.
Right to learn	**Responsibility** to try to come to school every day and always try our best.
Right to be safe	**Responsibility** to make sure our actions do not hurt ourselves or other people.
Right to express our opinions and to be heard	**Responsibility** to be brave and honest, listen to other people's ideas and opinions without being disrespectful.
Right to play	**Responsibility** to play games fairly and safely, include others and play with team spirit and good sportsmanship and look after equipment.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. All behaviour is communication and we will work with pupils to understand the reasons for their behaviour.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Stakeholders

All Staff Members

All members of staff (teaching and non-teaching) work towards the school's aims by:
- Promoting good mental health and resilience of children and adults as individuals and respecting their rights and responsibilities, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of the expectations related to behaviour.
- Offering equal opportunities in all aspects of school life and show respect and understanding for difference.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Deterring all behaviours associated with bullying or harassment (see procedures in Anti-Bullying Policy).
- Considering what is behind / the reasons for the unwanted behaviours and reflect on these.
- Caring for, and taking pride in, the physical environment of the school.
- Working collaboratively as a team, supporting and encouraging one another.
- Being good role models e.g. smiling at children, holding doors open, remembering to say please and thank you, ensuring adults are 'ready' for duty: being punctual, well prepared and organised.
- Taking quick, firm action to prevent the undesirable behaviour of one child affecting another child through visual prompt, discussion and administering of consequences as appropriate (see Behaviour Cards Appendix 1).
- Providing opportunities for children to discuss appropriate positive behaviours.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Responses to misbehaviour will always be calm and consistent.
- Having high expectations of the children in terms of behaviour.
- Treating each child fairly and enforcing consequences consistently.
- Liaising with the Class Teacher and SENDCO.
- Implementing the Behaviour Policy consistently.
- Recording behaviour incidents accurately and in a timely manner on Arbor (see Appendix 3).

The Governing Body

The Governing Body will review this Behaviour Policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Deputy Head Teacher to account for its implementation.

The Head Teacher

It is the responsibility of the Head Teacher to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children within the School.

The Head Teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child.

The Deputy Head Teacher

The Deputy Head Teacher work towards the school's aims by:
- Reviewing this Behaviour Policy in conjunction with the Governing Body.
- Supporting the staff by implementing the policy and by setting the standards of behaviour.
- Taking the lead in the implementation of the Behaviour Policy.
- Monitoring, promoting and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring the necessary reviews are undertaken. For example, through SLT meetings,

assembly themes, playtime audits, parent and staff questionnaires and weekly values assemblies.

- Recording and reporting serious behaviour incidents.
- Supporting staff in applying behaviour strategies, and liaising with parents where necessary.

The Senior Leadership Team

The Senior Leadership Team work towards the school's aims by:

- Setting the positive ethos at Chantry Community Primary School.
- Modelling resilience and a positive mindset.
- Taking responsibility for devising and implementing a Teaching and Learning Policy that acknowledges its influences on pupils' behaviour and motivation.
- Checking, monitoring and addressing attendance and punctuality issues, responding in line with the Attendance Policy.

Teachers

Teachers work towards the school's aims by:

- Providing a challenging and stimulating curriculum of learning designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability, skill and learning style.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Organising the classroom to facilitate independent working e.g. clearly labeled resources, accessible for pupils.
- Use visual timetables and communicate clearly to reduce anxiety.
- Striving to ensure that all children work to the best of their ability.
- Dealing with inappropriate behaviour following agreed behaviour consequences (see Behaviour Cards Appendix 1).
- Discussing concerns regarding any pupils for whom behaviour is affecting their progress with the SENDCO.
- Review all external agency reports and communicate with parents and other adults to ensure that you understand the pupil's needs well and can anticipate possible triggers.
- Ensure that pupils have additional resources that they need to support their learning such as wobble cushions, fiddle toys, noise-cancelling headphones etc in consultation with the SENDCO.
- Deploy Teaching Assistants effectively to encourage and support pupils, ensuring that they are aware of agreed strategies to support individuals.
- Managing their own classroom positive rewards and encouragement.

Pupils

Pupils work towards the school's aims by:

- Contributing to the creation of the school values of Respect, Excellence, Collaboration, Independence, Perseverance, Equity, Leadership, Integrity and Care. And then following them.
- Signing the Home / School Agreement and conducting themselves accordingly (see Appendix 2).
- Developing a positive mindset and building resilience.

Parents

Parents are encouraged to work towards the school's aims by:

- Ensuring that their children attend school punctually and regularly, providing prompt contact to explain absences.
- Ensuring early contact with the school to discuss any matters which may affect a child's happiness, progress and behaviour for learning.
- Helping to establish good routines and consistency in managing behaviour.

- Signing the Home / School Agreement at the start of the child's time at Chantry Community Academy (see Appendix 2).
- Participating in discussions concerning their children's progress, attitude and attainment.
- Taking an active interest in the children's learning by supporting them at home e.g. giving due importance to homework, attending workshops and parent consultations, hearing their child read (see Teaching & Learning Policy).
- Working in partnership with the school if they have been contacted regarding their child's behaviour.
- Providing support for the discipline within the school and offering encouragement and support.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact a member of the Leadership Team, the Deputy Head Teacher or Head Teacher. If they feel that the situation has not been resolved after consultation with the Head Teacher they should follow the Trust's complaints procedure. Details can be found on the school website.

Managing Behaviour

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

In order to establish and promote positive behaviour there are three broad approaches to take;
1. Being **proactive** in building relationships
2. Being **reactive** to all behaviours in your classroom
3. **Implementation** – responding consistently to undesirable behaviours

1. Proactive
- Get to know and understand your pupils and their interests
- Build positive relationships with all pupils
- Explicitly teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour

2. Reactive
- Use simple approaches as part of your regular routine
- Praising positive behaviour
- Reprimand in private
- Praise in public
- Use targeted approaches to meet the needs of individual pupils

3. Implementation
- Consistency is key
- Know and understand your pupils, their influences and possible triggers – this will inform responses to behaviour
- Effective communication between key adults is vital
- Regularly, explicitly teach good learning behaviours alongside managing behaviour where necessary
- Consistently use the behaviour card system to manage misbehaviour (see Appendix 2)

Staff understand that relationships are the key to changing behaviour and that some pupils may require a differentiated response and additional supports which we provide through the SEND Code of Practice.

We understand that all behaviours are communication, behaviour is learned in social situations and behaviour can be taught/changed. Children will need to regularly be taught and retaught behavioural expectations.

The aim for pupils is to remain on a <mark style="background-color:green">green</mark> card as it is 'Good to Be Green'. Green is a positive colour associated with positive, good behaviour. Pupils are rewarded at the end of each day for staying on green; this is a great achievement. This is personalised to each classroom and teacher, either by a big 'well done', class cheer, sticker or high five. Pupils who reach 50, 100 and 150 days on Green will receive a handwritten postcard or certificate from the Deputy Head Teacher to say well done on such excellent behaviour.

To encourage collaboration, classes will be rewarded with surprises when every pupil is displaying green behaviour. There is no set time session for these surprises, so it really is a surprise to the pupils when it is announced. Surprise rewards will be aligned with individual class interests (proactive) and can include anything from taking reading books onto the field, 10-minute movement break on the climbing frame, an extra 5 minutes tagged onto the end of break, a 5-minute dance video, calming yoga, time spent with PE equipment, an ice pole treat, biscuits and squash, colouring, art and craft making. The list in endless.

Rewards
At Chantry we foster a positive behaviour approach. Rewards are used in all classes. All Chantry pupils will be aware of how they can gain recognition for good effort and positive behaviour.
- We recognise and reward learning and displaying of school values each week through our Star of the Week celebration certificate.
- Staff use verbal praise linking to our school values of Respect, Excellence, Collaboration, Independence, Perseverance, Equity, Leadership, Integrity and Care.
- Positive phone calls to a parent are made by class teachers and Deputy Head Teacher.
- We use a house point system whereby the house with the most points is announced each week.
- All children are allocated a house on admission to the school. They use these houses for P.E activities and for Sports Day.
- In class rewards vary such as stickers, choosing time or a small prize.
- Deputy Head Teacher milestone certificates.
- Daily praise or sticker for displaying 'green' behaviour.
- Class surprise reward for collaboration and working together to be on 'green'.

Consequences
At Chantry we use a card system approach to manage behaviour incidents. These are discussed with pupils and the chart referred to when teaching learning behaviours and managing undesirable behaviours. These strategies will support the needs of most pupils in the school and should be followed when dealing with inappropriate behaviour. A minority of pupils however will need a more tailored approach which may require reflection and adapting to the situation. Monitoring and evaluating behaviour through the use of ABC charts or Individual Behaviour Plans may be written for these pupils.

We recognise that unacceptable behaviour is often a stress reaction, and we respond calmly and sensitively to diffuse difficult situations and try to understand what the child is telling us. Consequence cards are given privately as to not embarrass or shame a child in front of others. We use positive behaviour management strategies to remind and encourage pupils to keep our school values and to repair damage to relationships.

If a pupil displays unacceptable behaviour then a card will be issued (see Appendix 1). A <mark style="background-color:yellow">yellow</mark> card is a verbal warning card given to the child to encourage them to now change their behaviour. If behaviour continues then a <mark style="background-color:red">red</mark> card will be given; class teachers will inform the parent of the behaviour and there will be a loss of one breaktime. The last card that can be given is a <mark style="background-color:black;color:white">white</mark> card; this is where a senior member will be involved. White card behaviour will have the consequence determined by a senior member of staff.

During this time pupils will be supported to work on restorative actions such as apology letters or read social stories associated with their behaviours, see Appendix 4 for an example. Some behaviours will be serious enough that a higher step card will be instantly rewarded.

The behaviour chart will be displayed in every classroom and work area and referred to throughout the school day.

There are two calm down spaces in Chantry, one for Key Stage One and one for Key Stage Two. Children will be encouraged to use these if adults feel they need a break from the classroom. Use of these rooms will be used in a proactive way to deescalate situations and encourage self-regulation.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy.

Reasonable Force

On rare occasions, there may be circumstances when it is appropriate for staff to use reasonable force in order to safeguard children from harm. At Chantry, staff who are Team Teach trained may use trained guides or holds to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline within the classroom. Every effort will first be made to diffuse any behaviours using the steps above. In these circumstances, parents will be contacted and behaviours will be discussed. If physical guidance is required on further occasions, parents' consent will be sought and an Individual behaviour plan and or positive handling plan will be created in conjunction with parents/children in individual cases.

Head Teachers, and Deputy Heads in their absence, may also use such force as is reasonable given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, fireworks or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under school rules e.g. sweets and toys.

Bullying

The physical and emotional well-being of our children is paramount. If a child hurts or bullies another pupil, the adult dealing with this situation must record this and pass immediately to the Deputy Head Teacher or a member of the Senior Leadership Team. The incident will be investigated and sanctions imposed. This behaviour will be logged. The school does not tolerate bullying and if an act of bullying or intimidation of any kind has taken place, staff will act immediately to prevent any further incidents of such behaviour. Parents of children involved will be notified.

Suspensions and Exclusions

Only the Head Teacher (Deputy Heads with Head Teacher permission) has the power to exclude a pupil from the School. The Head Teacher may exclude the pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, parents will be informed immediately and given the reason for exclusion. Parents will be provided with a written letter to advise of the exclusion period, reason for

exclusion, date for reintegration meeting and appropriate work for the child to complete during exclusion.

At the time of parent notification, the Head Teacher will make it clear to the parents that the Local Governing Body (LGB) must consider any representations made by parents in line with the following procedure:

Permanent Exclusions
The Local Governing Body (LGB) must convene a meeting to consider reinstatements within 15 days of receiving notice of the exclusion. The same is true when an exclusion will take the child's total days of exclusion above 15 days for one term.

Fixed Term Exclusions
Where the exclusion will take the child's total days of exclusion above five for the term, if requested by parents the Local Governing Body must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion. Where exclusion does not take the pupil's total days of exclusion above five for the term, the Local Governing Body (LGB) must still consider any representations made by parents but cannot overturn the Head Teacher's decision.

The Head Teacher informs the Local Governing Body (LGB) and Local Authority about any permanent exclusions immediately, and about any fixed – term exclusions on a termly basis.

The Local Governing Body (LGB) itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Local Governing Body (LGB) will consider any exclusion appeals. They will create a panel who will meet to consider the exclusion, they will consider the circumstances in which the pupil has been excluded, consider any representation by the parents and consider whether the pupil should be re-instated. If the panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Where requested by a parent the Trust will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. The Trust will also need to appoint a special educational needs expert to advise the panel, where requested by a parent. The independent review panel will be able to uphold the decision to permanently exclude a pupil: recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the School has acted illegally, irrationally or in a procedurally flawed manner.

Monitoring

The Head Teacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Head Teacher reports to the Local Governing Body (LGB) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

In September 2023, Chantry Community Primary School fully transitioned to Arbor as a way of recording and logging all behaviour digitally. This enables accurate tracking and monitoring of behaviour over periods of time.

The school keeps a record of any pupil who is suspended for a fixed – term, or who is permanently excluded. It is the responsibility of the Local Governing Body (LGB) to monitor the rate of fixed term exclusions and permanent exclusions, and to ensure that the policy is administered fairly and consistently.

Behaviour Cards
Appendix 1

Possible Behaviours	Behaviour Card	Rewards and Consequences
I am doing what my adult has asked me to do I am displaying school values My behaviour is good	**GREEN CARD**	Stickers Postcards Certificates In class rewards SLT acknowledgement
I am not doing what my adult has asked me to do I am talking when I am not supposed to I am not on task I am displaying silly behaviour I am distracting others I am not displaying school values	**YELLOW CARD**	Verbal encouragement Reminders Prompts
Any continuation of yellow card behaviour I have left the classroom without permission I have not lined up when my adult has blown the whistle	**RED CARD**	I will lose one playtime with an SLT member
I have physically hurt someone I have been spitting I have used racist or homophobic language I have been bullying another child in school Damage to school property	**WHITE CARD**	An SLT member will tell me my consequence I will be supported to change my behaviour

Home School Agreement
Appendix 2

CHANTRY COMMUNITY PRIMARY SCHOOL
HOME/SCHOOL AGREEMENT

Child's Name:

Class:

Agreement of child:
So I can learn at school I will:
- Come to school every day.
- Always try to enjoy school and help others to do the same.
- Do my best in lessons.
- Wear school uniform and bring my PE kit.
- Do my best to respect the rights of others and take responsibility for my actions
- Tell an adult if I am sad or need help.

Signature (Child): _____

Date: _____

CHANTRY COMMUNITY PRIMARY SCHOOL
HOME/SCHOOL AGREEMENT

Agreement of Chantry Community Primary School:
To help your child learn at Chantry we will:
- Provide a safe place to learn.
- Provide a safe friendly atmosphere.
- Foster feelings of confidence, self-worth and belonging.
- Deliver a balanced carefully planned curriculum which meets the needs of individual children.
- Provide a range of extra curricular activities.
- Provide home activities to support learning whenever it is appropriate.
- Share information about your child and the school.
- Ensure that staff are kept up-to-date on important educational developments and initiatives.

Signature (Head Teacher): _____

Date: _____

CHANTRY COMMUNITY PRIMARY SCHOOL
HOME/SCHOOL AGREEMENT

Agreement of parent(s)/carer(s):
To help my child learn at Chantry I/we will:
- Ensure that my/our child comes to school every day and on time.
- Ensure that my/our child wears full school uniform and has the appropriate PE kit.
- Support the school's policies and guidelines on behavior and equal opportunities.
- Support my/our child with any home learning tasks.
- Make sure my/our child goes to bed at a reasonable time on weekdays.
- Attend parents' evenings and any other meetings about my/our child's progress or behavior.

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

Date: _____

Recording Behaviour on Arbor
Appendix 3

Best Practice for Recording Incidents on Arbor

- Record the incident chronologically (in the order it happened).
- Include timings for each part of the incident where possible.
- Use bullet points or numbered steps to help you to keep a clear chronology of the event. It's ok to note the event on paper and transfer it to Arbor once you have the opportunity to access it as it is often difficult to remember the details. The paper can then be destroyed.
- If you write the children's exact words, use inverted commas to show they are the actual words said by the child e.g. Ben Smith said, 'You're such a loser, go away!'
- Do not include your own thoughts and opinions concerning the child's behaviour e.g. Ben Smith was being incredibly rude. You should purely state what the child was doing. e.g. Ben Smith shouted, 'I don't care!'; stood up; left the classroom and closed the door with more force than needed behind him
- Avoid using words to alter the meaning of the action e.g. he stormed off. This could be written differently: Ben Smith walked away stamping his feet with a red face.

Example 1:
1) 11.03am: Ben was playing football on the field.
2) 11. 05am: Ben slide tackled James.
3) James got up and pushed Ben. He shouted, 'What did you do that for?'
4) Ben pushed him back and shouted, 'You always do it!' and shoved him back.
5) I approached the boys. James shouted, 'He gets away with everything!' and went to the bottom of the field and down the bank.
6) 11.10am: I kept James in view for the remainder of breaktime. Ben continued to play football.
7) 11.15am: Once the whistle had been blown, James returned to join his class.
8) I informed the class teacher as she collected the class.

It will sometime be necessary to take witness statements from children if you did not see the incident. This will need to be handwritten/typed then added to Arbor as soon as you get the chance. Below you will find an example of how to record an incident that involves eye witness accounts:

Example 2:
1) At 12.45pm, Ben told me that James had pushed Michael. I did not see this happen.
2) Ben said, 'James had the ball and was running down the wing. It went off the pitch so Michael said that it was his throw in. James didn't agree. He got in Michael's face and told him he should have gone to Specsavers and pushed him.'
3) James said, 'I had the ball. I was running down the wing. Michael knew I was going to score so he told everyone the ball went off the pitch. It didn't. James said that he pushed him, but didn't say that Michal should have gone to Specsavers.'
4) Michael said, 'James had the ball. I saw it go off the pitch. It was our throw in. They were losing. He wanted to score so he wouldn't let us have the throw in. James told me I should have gone to Specsavers then he pushed me. That's when Ben came to tell you.'
5) As there were discrepancies in what the boys had said, I spoke to Harry as he was an eye witness. He said that James did say that Be should have gone to Specsavers.
6) Shane also confirmed that he heard James say that Michael should have gone to Specsavers

Social Story Example
Appendix 4

My Mouth Social Story

I use my mouth for eating and **not** for spitting.

Spitting is not ok.
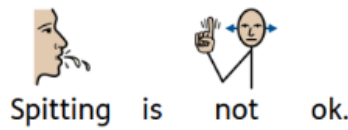
When I spit it makes people sad.

I use my mouth for smiling and **not** for spitting. Spitting is yucky.

When I spit it can make people sick.

When I use my mouth for eating and to smile

it makes people happy.