



Chenies School Behaviour Policy

1. Scope

This policy specifies how Chenies School seeks to provide a framework that enables children to understand the boundaries of acceptable behaviour.

2. Introduction

2.1 We realise the importance of a shared commitment amongst all those involved in the school. We ask that parents work in partnership with us by giving their children firm and effective guidance at home thus ensuring consistent standards of behaviour both at home and school.

2.2 We seek to develop the school's positive ethos through our individual care and in promoting courtesy, consideration and respect for others.

2.3 We encourage children to see themselves as representatives of Chenies school; thus promoting their efforts, successes and pride in themselves and their environment.

3. Aims and objectives

- To create and sustain a positive, supportive and secure environment in which friendships can develop and all stakeholders are treated as valued members of the school community.
- To ensure that children can work in a calm and purposeful atmosphere, where effective teaching can take place.
- For children to conduct themselves in a responsible manner; showing self-control, consideration, courtesy and respect for others at all times.
- To develop a pride and respect for the school environment by encouraging high standards and a greater care of personal belongings and school property.
- To encourage children to develop clear values and attitudes that will enable them to grow into stable, educated and civilised adults.

To assist our children to achieve these aims, the school will provide clear strategies and procedures; be consistent and fair in our discussions and expectations in order to continue to promote desirable forms of behaviour.

4. Rights and Responsibilities

Everybody has the right to be treated fairly, with respect and consideration.

They have the right to feel safe at all times.

They have the right to be able to work without interruption.

They have the right to express themselves sensibly without fear of criticism or ridicule.



They have the right to help and support when needed.

They have a responsibility to respect other people and their property.

They have a responsibility to respect the rights of others.

They have a responsibility to give of their best at all times.

5. Star Rules

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

All of these our standards and expectations are taught through the form of some very simple rules; known as our Star Rules:

These star rules are interwoven into daily life at Chenies. It is expected that all classes will have a set of Star Rules displayed in the classroom. P.S.H.E. lessons and some assemblies will be used to focus upon and review them in terms of how well the class have been able to follow them. These rules will also form the basis of rewarding good behaviour and discussions surrounding the consequences for inappropriate behaviour.

Star Rules:

Always show respect

Think before you speak or act

Work hard and be responsible for your own learning

Allow others to concentrate on their work

Support each other

Be proud of yourselves, your work and Chenies School

6. Attitudes to Learning

6.1 As well as keeping the star rules, we expect all pupils to consistently demonstrate a positive attitude towards their learning. This encompasses their organisational skills, social skills as well as their learning skills (see **Appendix A**).

6.2 All children have an attitude to learning target each half-term which is agreed between the child and their class teacher which will support them in developing good progress.

7. Incentives and rewards for reinforcing good behaviour

It is vital that children be praised whenever possible - this enforces the sort of behaviours we expect. We believe in consistent systems, in taking responsibility for our actions – in choice and consequence. We believe that the most effective system is ‘public praise and private criticism’. We expect that all staff will support the rules and ensure consistent application and expectations across the school day. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Each child has their own individual star chart which is coloured according to their house colour. Stars can be given by any staff member who will then record this on the child’s chart. Children can be rewarded with stars for good behaviour as well as for their learning achievements e.g. for showing effort or resilience in a task.



7.1 Proudly Purple

This is the ambition for all children – to remain on Proudly Purple all week. Children who follow the Star Rules all week will receive a very small treat on Friday afternoons (sweet, pencil, rubber, biscuit). They will also have a Proudly Purple raffle ticket for the Friday assembly raffle.

Examples of incentives and rewards are listed below:

Individual/ public praise and encouragement

Involvement of another adult in the praise process e.g. another teacher/Co-Headteacher

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

Positive feedback to parents either verbally or through written remarks e.g. in reading record books or on home learning feedback.

Star points to be recorded in child's book and on star chart

Special mention/certificates in good news assemblies

Extra playtimes

Extra responsibilities i.e. jobs, monitor duties

Prize at end of year assembly

7.2 **Celebration assembly**

Every Thursday teachers nominate a child from each year group to receive a star of the week assembly to reinforce good behaviour. Wherever possible this is based on the star rule or theme of the week. In addition to Star of the Week, teachers will also nominate a Maths and an English star of the week, for effort and success in these subjects. Furthermore, during this assembly children celebrate achievements outside school and star charts are totalled and the week's house scores are announced.

7.3 **Star time**

Each teacher has their own system for recording when their class has shown good behaviour as a whole class e.g. marbles in a jar, and an agreed reward is given to the whole class once the jar is filled. These are appropriate to the age of the children.

7.4 **Opportunities for positive recognition**

Chenies recognises that there are lots of opportunities for positive recognition; some of these are listed below;

Entering the classroom quietly

Holding doors open for others

Accepting a new challenge

Saying 'please' and 'thank you'

Helping a classmate

Handing in home learning on time

Asking questions when unsure

Participating in a class discussion

Sharing school experiences with parents

Making up missed work

Good effort on a long term project

Learning a new skill

Showing enthusiasm

Being responsible for a classroom job

Not wasting paper and supplies

Telling the truth



Demonstrating a positive attitude

Giving one's best effort

8. **Sanctions for unacceptable behaviour at Chenies**

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Everybody at Chenies has the right to succeed at school and enjoy playtimes. This means that

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

everybody has the responsibility of looking after the school rules and procedures. If individuals behave in an inappropriate way, then they will face a consequence for their actions. The procedure is outlined below.

At Chenies we believe in fresh starts, any child that is moved to Level 1 or above on the morning session is moved back at lunch time to 'Good to be Green' (they have lost their weekly opportunity to remain on proudly Purple). This gives them a fresh start for the afternoon. It is the same for the afternoon, if a child gets onto a level 1 or above in the afternoon session, then they get a fresh start the next morning on 'Good to be Green'.

Verbal Warning	This is clearly given so that a child understands that if they persist with not following the Star Rules then they will be moved to Level 1. Typical behaviours for a warning are level 1 type behaviours.
Level 1	Disruptive behaviour which requires a verbal or non-verbal warning/reminder about appropriate behaviour.
Level 2	Behaviour which disrupts learning to others after a warning and requires the child to be removed from the area. Persistent Level 1 type behaviours.
Level 3	This is serious. Behaviour which requires immediate intervention for the child be remove from a situation. May include involvement of parents. Persistent Level 1& 2 type behaviours.
Level 4	This is very serious. Behaviour which requires intervention by SLT and parental involvement. Persistent Level 3 type behaviours. <u>Three Level 4's, in any one Half Term, will lead to an automatic one-day exclusion.</u>
Level 5	This is extremely serious behaviour and will involve an exclusion from school. It will require additional intervention. Persistent Level 4 types behaviours.

There is further guidance on the level system in **Appendix B**.

There is more detailed guidance about in class implementation in **Appendix E**.



Levels are recorded by the class teacher and data is collected every Friday. This is then monitored by SLT and further support planned as required.

We recognise that for some children the above system may not always be effective and therefore bespoke structures to support acceptable behaviour may need to be put in place through the support of a Behaviour Management Plan (see **Appendix C**); children may be given for example, a report card, traffic light cards to demonstrate their feelings; and they may be given a different rewards and sanctions more suitable to their needs.

9. Behaviour at unstructured times

The children are still expected to behaviour appropriately during unstructured times such as lunchtimes. Where appropriate, during these times, children will receive a 5 – 10min 'time out' depending on the severity of their action, immediately in the playground. This is then recorded in a behaviour book. If more than three offences occur in the same week the parents are invited in to discuss their child's behaviour with the class teacher or the SLT.

10. Adapting different behaviour strategies

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

We recognise that occasionally, the above strategies are not always appropriate for all children. Where appropriate we adapt these strategies (with the parents) to suit the child's/classes needs. For example, a smiley face chart; visits from the PRU may be required. Different whole class strategies are sometimes adopted depending on the needs of the children.

11. The role of the House Captains and School Councillors

11.1 House captains are encouraged to take extra responsibility in helping with specific tasks e.g. supervision during wet breaks, and being positive role models to children both in and around school.

11.2 If the behaviour of House Captains is called into question, then their responsibilities and duties will be removed. When the individual concerned has completed two weeks with no sanctions given, then responsibilities will be reinstated.

12. Role of Senior Leadership Team

The SLT must have a commitment to this policy and a leading role in implementing it. All children need to know the SLT in the school. Children will be referred to another senior teacher, if the Head teacher is unavailable. The SLT will support all staff in their dealing with behaviour problems.

13. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour; please see our Anti-Bullying policy for further information. We do everything in our power to ensure that all our children feel safe at school at all times; please see our safeguarding policies and documents for further information.



14. Use of Force

14.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The Head teacher and Governors have a responsibility to maintain the safety of pupils and staff. There is a responsibility to prevent serious breaches of school discipline and to prevent serious damage to property.

14.2 As all members of school staff are authorised by law to use force the school does not have a no-contact policy. We are, however, committed to the principle that force and restraint should only be used in a reasonable way and when all other means of resolving issues are deemed to be inappropriate.

We recognise that force in schools is generally used for two different purposes:

To control: control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back)

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

To Restrain: When members of staff use “restraint” they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

14.3 At Chenies School we aim to create a calm and orderly environment that minimises the risk of incidents arising that might require the use of force. This is done in a number of ways:

Using resources including Social and Emotional Aspects of Learning to teach pupils how to manage conflicts and strong feelings.

Ensuring staff are aware of de-escalation techniques to manage conflict if it does arise

Only using force when the risks involved in doing so are outweighed by the risks involved in not using force

Having up to date and regularly reviewed risk assessments and positive handling plans for individual pupils

Please see **Appendix D** for procedures and examples as to when restraining pupils is appropriate.

15. Conclusion

A behaviour policy such as this one will only work with the full support and involvement of every member of staff – there has to be a whole school approach with all agreed strategies and responses put into practice by all. Any behaviour problems in Chenies School are the shared responsibility of every member of staff – they are never one staff member’s problem. Every member of staff has a duty to adhere to this policy and do everything they can to promote and maintain it.

16. Approved

Headteacher

Printed Name: _____

Signature: _____

Date: _____

Governing Body

Printed Name: _____

Signature: _____

Date: _____



Appendix A – Attitude to Learning (attached separately)

Appendix B – Guidance on the level system (attached separately)

Appendix C - Behaviour Management Plan (attached separately)

Appendix D - Use of restraint on pupils – see below.

Appendix E – Behaviour management - in class implementation (attached separately)

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

Appendix D

The use of restraint on pupils

Introduction

This guidance is based on, and should be read in conjunction with, the recommendations in the DCSF Document The Use of Force to Control or Restrain Pupils (April 2010)

“Situations involving decisions about whether to use force can occur in any school. Both using force and deciding not to can entail significant risks for pupils and staff. Establishing a clear school policy on the use of force by staff is an important part of minimising these risks.”

1) Staff Authorised to Use Force

- i. Permanent Authorisation:
We keep an up to date list of those staff who have authority and training to use force to control or restrain pupils. This list is reviewed each year and includes an up to date record of appropriate training.
- ii. Temporary Authorisation:
In some circumstances a) staff whose jobs do not normally involve supervising pupils and b) volunteers working with pupils will be authorised to be in control or charge of pupils, will have statutory power to use force. This might include:
 - School trips
 - Off site learning activities
 - After school activities

The names of these staff will be recorded in the risk assessment and plans for these activities and signed off by the Headteacher.



2) Deciding Whether to Use Force:

Staff should only used force when

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of having the desired result by other means are low
- The risks associated with not using force outweigh those of using force.

Some situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

- To prevent a pupil causing injury or damage by accident, by rough play, or by the misuse of dangerous materials or object
- To ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visits

It is unlawful to use force as a punishment and staff should not do this under any circumstances.

Staff will be kept informed about, and advised how to deal with, pupils who present particular risks to themselves. These pupils should have an individual risk assessment and individual behaviour plan that determines the likely triggers for undesirable behaviour and the effective ways to manage such pupils. It is likely, but not exclusive, that these pupils will be determined as having a BESD SEN.

If a pupil is suspected of having a weapon or any other dangerous object and is likely to resist a search, staff should alert the office staff and call the police to deal with the situation.

3) Using Force:

Any staff using force or restrain to control a pupil should only use the minimum force necessary to achieve the desired result.

It is our policy that:



- In any situation a child is given an oral warning that force may have to be used if the situation or behaviour being dealt with persists. This should be done clearly and calmly in language the child can understand.
- Staff should, wherever possible, not use force unless or until another responsible adult is present to support, observe and call for assistance.
- Any force used should aim to bring about a swift conclusion to a situation but also ensure there is minimal risk of any injury to the child. Staff should be aware that any use of restraint does bring the risk of an injury to the child. Staff must ensure that any use of force that may constrict breathing is only used in extreme emergencies and where there is no viable alternative.

4) Staff Training

The Headteacher will ensure that all staff, as part of their induction to the school, are aware of their responsibilities in relation to the School Policy on the Use of Force.

At Chenies School we will ensure the following training is in place:

- At least one member of staff will have received training by expert accredited providers in physical intervention and restraint technique. It is, however, not assumed that the named trained members of staff should be solely responsible for dealing with all incidents where physical intervention or restraint is required.

	Chenies School Behaviour Policy	February 2017 Chenies/Policy/0019	
--	------------------------------------	--------------------------------------	--

- All staff are made aware of the policy on the use of force and restraint with a particular focus on when, where and how force and restraint may reasonably be used and the way such incidents should be recorded.

5) Recording Incidents:

Any use of force or restraint must be recorded. This must be completed as soon as practicable after the incident and handed to the Headteacher by the end of the working day on which the incident occurred.

6) Reporting Incidents

The school acknowledges it has a duty to report to parents if there has been a significant incident where a member of staff has used force or restraint on a pupil.

Once an incident is recorded and passed to the Headteacher they will make a decision about whether the incident is deemed as significant within 1 working day.

If the use of force or restraint is seen to have been significant it must be reported to parents by either phone or letter. Ideally this will be by telephone and will occur as soon as possible after the incident. Families should be given access to a copy of this policy.

If there is any concern that reporting the incident could lead the child being put at risk of harm, the incident should be passed immediately to the designated teacher for Child Protection who should liaise with the Local Authority and/or Social Services.

7) Post Incident Support

If there is any injury to the child as a result of the use of restraint or force first aid and medical assistance should be sought immediately. Staff and pupils should be given appropriate emotional support.

Any member of staff who has been assaulted may decide to report the incident to the police or seek advice from their professional association

We will ensure that there is clear follow up and use of sanctions, in line with the behaviour policy, to the poor behaviour of the pupil concerned.

We will work to help the pupil and staff involved to rebuild a productive working relationship so, where appropriate, they may resume professional contact.



8) Complaints and Allegations

If a specific allegation is made against a member of staff the school will follow the guidance set out in *Safeguarding Children and Safer Recruitment in Education*.

Other complaints should be dealt with according the school complaints procedure.

9) Monitoring and Review

The Headteacher will give an annual/termly report to the management committee of the Governing Body on the use of force and restraint.

	<p>Chenies School Behaviour Policy</p>	<p>February 2017 Chenies/Policy/0019</p>	
--	--	--	--