



Behaviour

Review: Aut 2024

RATIONALE

Chase View Primary is an inclusive school that meets the needs of a range of children-this includes those with complex family backgrounds as well as those with a range of special needs.

At Chase View, we aim to be a school where children can feel safe as well as learn, be confident and happy. Some children need help to manage, understand and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued.

Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour in a solution focused response.

At Chase View we have based our policy on an overwhelmingly positive approach towards managing behaviour. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

The positive behaviour policy operates in conjunction with the following policies:

- Anti-Bullying
- Child Protection
- Safeguarding
- Health and Safety
- Exclusions
- Teaching and Learning
- SEN D

Aims

Our school aims to:

- Provide a safe environment where learning is enjoyable.
- Offer an engaging and challenging curriculum
- Promote healthy, positive relationships with others in school and the community
- Help each individual to discover and develop new skills.
- Provide challenge and support to achieve high standards
- Encourage and support children to become well rounded, self- disciplined, respectful, moral and caring.
- Develop the mental wellbeing of pupils

At Chase View our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. These rewards are aimed to motivate and help children to make the right choices.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

The Head teacher will:

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout School
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Liaise closely with the wellbeing lead
- Support staff when dealing with challenging behaviour and the law
- Ensure the health and safety and welfare of all children and staff
- Praise and encourage positive behaviour with rewards and dedicated assemblies

Staff will:

- Provide a well- balanced and creative curriculum
- Support children when dealing with their emotions and feelings using a restorative approach and elements of PSHE
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently and report challenging behaviour following the correct procedure, recording incidents on EDUKEY

Children will:

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be Willing to be reflective to change behaviours
- Follow the school rules
- Learn to work cooperatively

At Chase View we will use a restorative approach to deal with challenging behaviour which will focus on repairing harm done to relationships and people at the centre of the focus. All children will be supported to explore incidents and reflect on responses to ensure the preservation of positive relationships.

The Governing Body will:

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

Key Points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers can confiscate pupils' property.
- Teachers have a power to impose detention out of school hours.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.
- Staff have a legal duty of care to protect all pupils and staff, which may mean a need to physically intervene (DFE - use of reasonable force July 2013)

(Taken from the DFE guidance - behaviour and discipline)

Confiscation of inappropriate items

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

Pupils conduct outside the school gates

What the law allows:

At Chase View Primary we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day - e.g.: football matches. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Use of reasonable force

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or

others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child the positive handling policy will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff and pupils, parent/carers will also be invited to participate.

Malicious Allegations

At Chase View Primary allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential and every effort will be maintained to guard off any publicity while the allegation is investigated. Suspension would not be an automatic response to an allegation.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to discuss with parents/carers. The class teacher will have the initial responsibility for this, alongside the wellbeing team. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the Deputy Head and wellbeing lead, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. Wellbeing leader and the Deputy Head will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will explore extended services and agencies with parent/carers should there be a need for support within the home environment.

The Head teacher will share positive stories about best and improving behaviours. He will work in an open and honest way with parents in order to achieve the aims of this policy

Should concerns remain around a pupil's development, engaging in their learning environment and a high level of significant incidents, discussions with parent/carers, wellbeing lead, SENCO and Head will take place to explore next steps.

<u>Behaviour</u>	<u>Sanction</u>
Step 1 Offence Child day dreaming, looking around, talking (non-disruptive) Talking, distracting others, slow to complete work, arguing with peers, calling out	Non Verbal A look, standing near the child, reminder of class rules, praise children nearby Verbal Request ‘Name’ your (describe action) please can you (desired behaviour). Praise a child with desired behaviour.
Step 2 Offence Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions	Verbal Warning – short sharp reprimand ‘Name’ you have continued to (describe action).
Step 3 Offence Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions Disruption to learning	Time out in class ‘Name’ you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out. Praise another child with desired behaviour.
Step 4 Offence Swearing directly at an adult, refusal to come in from playtime/lunchtime. Leaving the classroom	Sent to Deputy ‘Name’ you need to go to time out with senior leader for action. Then you need to (Desired behaviour). If you continue to do action then you will.....
Step 5 Offence Continuation of level 2- 3 offences. Deliberate violence towards a child in the classroom, racist incidents, upturning furniture,	<u>Sent to wellbeing team/ Deputy head</u> Possible sanctions: Time out in isolation for AM/PM After school detention Letter and phone call home Meeting with parents/ carers A behaviour record of the child will be made
Step 6 Offence Physical violence towards staff Leaving the school grounds Climbing on school property	<u>Sent to the Head teacher</u> The head will then decide possible sanction: After school detention Internal exclusion Fixed term exclusion Lunchtime exclusion Meeting with parents/ carers A behaviour record of the child will be made

School Ethos

Positive behaviour is consistently reinforced. The school uses a restorative approach, linking in with the PSHE curriculum, where pupils explore self-awareness, self-regulation, motivation and empathy as well as social skills. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. They are supported to make the right choice and learn how to problem solve.

School Rules

The school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

These rules are set out below:

SCHOOL RULES:

- * Walk in school.
- * Look after our school
- * Use quiet voices
- * Wear your uniform with pride
- * Be ready to learn

Incentives

We have "whole school" incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are:-

- **PROUD certificate** - This is one chosen child from each class who has displayed excellent behaviour/attendance or attitude to learning. Each child will receive a certificate.
- **Dojos** - Children can earn dojos for:
 - Good behaviour
 - Following school rules
 - Being polite
 - Helpful
 - Kind to others
 - Changing their behaviour
 - Supporting others in their team

These dojos would usually be given singularly, with a maximum of 5 dojos for one occasion.

All staff in school can give dojos.

Covid Adaptations:

At Chase View we have given thought to how our Behaviour Policy in School has adjusted to the impact of Covid. The following changes have been made that have added to and enhanced the smooth and calm running of the school:

Authoritarian At Chase View we have maintained our stance with being authoritarian along side restorative practices. Therefore, all adults are happy to discuss lapses in the behaviour in children in order to restore the good behaviour in the first instance BUT to sustain it into the future so that the same children don't re-offend doing the same things as before!

Class Structure KS2: Senior leaders took the decision to reduce class sizes - particularly in KS2 - so that class teachers were able to employ restorative practices when dealing with errant behaviour. The smaller class enabling teachers to reach the nub of the problem in a much more time effective manner and allowing for teaching and learning behaviour to be restored after a flash point say at lunchtimes or break times.

Curriculum Timings: Foundation subjects in KS2 have been relocated to the mornings - as we found that children completed their "Lock-down" studies in the mornings at home.

In KS2 Subjects are now characterized by being 30mins in duration in the afternoons. This short, and sharp activity allows for children to stay on task. We found that afternoons were becoming slow and laborious for both staff and children. Indeed, feedback from the children told us that they didn't "DO" their work in the afternoons during lock-down. Therefore, a sharper approach was required for the afternoons.

We shall be trialling some of this work in KS1 during the summer term of 2023. This will take the form of "Fast 5" questions in Maths and a Speed Read where children will read a short text and answer 5 questions, Speed Sounds - a RWI Phonic "blitz" for 4-5 mins. A 30 - 40 min Foundation lesson and Story Time of 15mins.

WHOLE SCHOOL: An afternoon "Well-Being Break" has been added to the afternoon. This is 15 mins long and children report back to say that it is greatly enjoyed and needed to split the afternoons up. The Well-Being Break was enabled by reducing the lunchtime by 15mins. Again, the children were consulted and were happy with this reduction as they noticed that behaviour at Lunch could become problematic when it was longer.

LUNCHTIME: "Covid Keeps". As a school we have decided to keep lunchtimes in classrooms especially for years 3/4/5 & 6. Children say that they are happier to be with their friends in a calmer classroom rather than a noisy hall! Behaviour has benefited from this too.

However, we have returned Year 1 and 2 to the hall as behaviour began to deteriorate with food being dropped on the floor, poor table manners being exhibited, not selecting appropriate food for their taste and therefore, wasting food, not wanting to clear their space/table after eating. This has now improved.

Bagel Breakfasts: This initiative was introduced just before COVID and consolidated during the Pandemic. Staff and children report that children are more responsive and show improved learning behaviour throughout the morning.

ClassDojo: The introduction of class dojo has enabled the school to keep in contact with ALL parents and Carers about their children. We can update them on behaviour as the app is able to display positive dojos for praise amongst many features. Negative dojos can be administered where children have shown inappropriate behaviour.

Dojo shopping has been created so that children can purchase items (small toys and gifts), with the dojos earned!