



Charlton Manor Primary School

Behaviour Policy

2018-2019

Agreed By:	Governing Body
Previous Date:	September 2018
Review Date:	September 2019

Behaviour Policy at Charlton Manor

Our Vision Statement

In sharing and celebrating the beliefs and values of our richly diverse school community, we will strive to create an environment where each individual is valued and motivated to achieve their full potential, as a confident, happy and creative learner who is able to make a skilled contribution to our global society.

The pupils of Charlton Manor Primary School behave well to meet the high expectations of behaviour set. This policy will ensure consistency on the occasions when children's behaviour falls below expected standards.

At Charlton Manor we have adopted a positive system of rewards, clear sanctions and implement strategies for developing children's self-esteem that are linked to an agreed code of conduct.

Aims

- To ensure that the standards of behaviour remain high throughout the school community with clear, firm boundaries and high expectations of each child.
- To provide a safe, secure, caring as well as engaging learning environment for every child and to ensure that there is a culture of mutual respect throughout the school community.
- To tirelessly promote the values of; honesty, trust, fairness, tolerance, compassion and respect for self, property and others.

Objectives

All staff are clear that we:

1. Promote good behaviour by acting as a role model, highlighting and rewarding those pupils demonstrating the desired behaviour.
2. Challenge and criticise the undesirable behaviour displayed and not the child as an individual.
3. Ensure that if behaviour falls short of our expectations it is challenged in a thoughtful way that analyses potential underlying issue(s) and does not personalise
4. Discuss poor behaviour with the pupil(s) privately and not publicly whenever this is possible.
5. Should always question and thoroughly investigate the circumstances of any complaint/misbehaviour before making a decision based on a pupil's actual or alleged offence.
6. Ensure that parents are kept informed of their child's attitude and behaviour and that their views are carefully considered in any discussions.
7. Should be consistent in our approach to behaviour management and in implementing rewards and sanctions, whilst taking into account the needs of individual pupils.

Expectations of Pupils

1. To understand that we are all important and valued as individuals.
2. To show care and consideration for ourselves and towards others.
3. To listen to others and ensure that everyone is able to express themselves freely.
4. To be clear about what constitutes good and acceptable behaviour at Charlton Manor.
5. To take responsibility for mistakes that may be made with behaviour and to ensure that those mistakes are learnt from.
6. To ensure that others feel safe and are always free from physical and verbal harm.
7. To recognise the authority of all staff and ensure that their instructions are followed.
8. To be tolerant of others whatever their gender, faith, race, class, ability, physical disability, sexual orientation or lifestyle.

Expectations of Parents/Carers:

1. To ensure your child(ren) arrive and are collected on time each day.
2. To inform the school on the first day of any absence or if your child is going to be late.
3. To ensure your child has an adequate amount of sleep each night and so is prepared for the challenges of the school day.
4. To be aware of school policies and support the school in our efforts to work with your child and in creating a caring community and safe learning environment.
5. To read the letters and newsletters sent home and respond on time when required to do so (copies available from the main office).
6. To ensure that staff, visitors, other parents and pupils are not subjected to any physical or verbal abuse and that complaints are made following the school's complaints procedure.
7. To be responsible for the care and safety of any other children you bring into the school grounds.

Behaviour around the School

1. We move around the school with care and consideration for displays in the corridor and the property of others.
2. We always walk calmly around the school to ensure the safety of all.
3. We use the toilets at break and lunchtimes and ensure they remain in good condition.
4. We hang up our coats and bags neatly outside the classroom and ensure that there is enough space for others to walk by safely.

5. We do not enter the school building unless we are supervised by an adult or have been given permission to do so.
6. Poor behaviour at lunchtime may result in a request for a pupil to go home for lunch or for parents to attend the school during that time.

Behaviour in the Classroom

Each classroom will have the school's five main rules clearly displayed and teachers and support staff will refer to them regularly and discuss them with their class. (See expectations of pupils above).

Useful Strategies for Teaching:

- Scan the classroom periodically
- Circulate around the room periodically; sometimes, asking a pupil about their work uncovers a difficulty they would not have drawn to your attention.
- Make eye contact when addressing the class as a whole, make eye contact with individuals, especially with anyone you suspect may be misbehaving. This may be enough to indicate to the pupil your awareness without interrupting the flow of the lesson.
- Target your question directing questions around the class helps maintain pupil's involvement and makes clear that you value their input.
- Use proximity while you may normally stand at the front of the classroom, how and where you move can be an effective signal of your monitoring. By moving towards two pupils talking, you can indicate your awareness minimising the disruption to the lesson, you may also stand near a group to sustain their involvement and participation.
- Give academic help advice and guidance to pupils to enable and encourage them to make progress is often useful in pre-empting misbehaviour.
- Change activities or pace as a result of your monitoring you may feel the lesson is proceeding too slowly or too fast or another activity is needed. Differentiation is important in minimising behaviour issues during lesson time.
- Notice misbehaviour it is important that pupils know that you have noticed. It may be dealt with by eye contact, a stern facial expression, or a pause in your talking, while not interrupting the flow of your lesson. Conversely, it may also be helpful to tactically ignore some low level and secondary behaviours.
- Notice disrespect when interacting with pupils you should expect pupils to be polite and courteous. It is important we teach these skills and keep our expectations sufficiently high.
- Use a calm but firm tone of voice - this establishes you are in control.

A Caring and Supportive Ethos

Children experiencing difficulties or not meeting expected behaviour standards are reminded of our expectations and supported by their class teacher. Teachers and Support Staff will try to address the child's needs initially, however, if the problem persists staff will seek the support of the Behaviour Team and the School's Behaviour Manager will work with staff to ensure that there is a suitable plan and strategies in place to adequately support the behavioural and emotional needs of pupils. In cases of serious or persistent misbehaviour the Behaviour Manager will report to the Leadership Team for further guidance and support.

A Pastoral Support Plan may be written setting specific targets for the pupil to follow. A Behaviour Plan may be written to advise staff of procedures to follow if a child exhibits extreme or highly emotional behaviour. The Special Needs of the child will be carefully considered throughout.

Restorative Justice at Charlton Manor

The Behaviour Team make use of Restorative approaches, which are often more effective in resolving an issue than simply imposing a sanction. Through the process of Restorative Justice, victims are given an active role in expressing their feelings following an attack or bullying from another child. Offenders are encouraged to take responsibility for their actions and to repair the harm they've done in some way. Fighting, bullying or other potentially harmful behaviour is often seen as an offence against the school rules and not more specifically the victim. Restorative approaches seek to change this and makes the victims needs of paramount concern.

We believe Restorative Justice:

- Accepts conflict as a part of life and deals with it constructively.
- Allows our pupils to take responsibility for their feeling and behaviour choices.
- Empowers pupils, staff and parents to handle conflict positively.
- Reduces the need to impose exclusions.
- Improves the feeling of safety for the whole school community.
- Recognises that punishments do not provide a resolution in disputes and often does little to change behaviour.

Throughout the Curriculum, PHSE and Circle Time:

We teach our values as well as academic knowledge and skills in lessons.

During circle time pupils are encouraged to take responsibility as a group/class for solving problems and resolving issues through shared discussion and negotiation.

School Trips/Visits

If staff feel a pupil presents a health and safety risk or there is a risk of serious misbehaviour during a planned visit out of school such as a trip or sports events, the Head Teacher will be informed and

may decide to sanction the withdrawal of that pupil or advise on a plan of action. Pupils will not automatically be prevented from attending sports events/matches due to poor behaviour during the school day. The behaviour will be dealt with using the sanctions set out in this policy. If poor behaviour is experienced whilst on a trip, visit or sports event, the Head Teacher should be informed and he may decide that future visits cannot be made for a period of time.

To motivate and in recognition of good behaviour, pupils may be:

- Awarded 'Gotchas' when 'caught being good'. (This is a whole school reward system)
- Praised verbally in class and around the school.
- Nominated for the prestigious annual Chonka Award.
- Presented with awards as part of the end of year celebrations.
- Recognised in front of their class or during assemblies.
- Able to display outstanding examples of work in classrooms, corridors or the Head Teachers office.
- Presented with 'good work/behaviour' certificates in class or during assembly.
- Given extra privileges and responsibilities in class and around the school.
- Letters/notes home recognising good behaviour or an improvement in behaviour.

Sanctions

There is no use of physical punishment at any time. Any sanctions imposed will take account of individual circumstances and be proportionate to the rule(s) the child has not followed.

- Timeout for a period during class or an activity.
- Detention at playtime.
- Detention at lunchtime.
- Request that parents agree to a detention after school (should be arranged via the Behaviour Manager).
- Moved to a seat at the teacher's desk or elsewhere in the class.
- Loss of privilege's or responsibilities.
- Letter sent home to parents stating the need for improvement.
- Time in Griffin House for reflection and discussion about the consequences of continued poor behaviour.
- Internal exclusion to Griffin House for one of more days.

The Behaviour Manager will discuss persistent cases of rule-breaking or serious misdemeanours with the Leadership. A meeting between parents and the Head Teacher will be arranged in cases where

behaviour does not significantly improve. The Head Teacher may decide that a child's behaviour has been so persistent or serious enough to warrant a period of fixed term exclusion at home. If a pupil attacks another pupil to the extent that serious harm is caused physically or emotionally, this could lead to exclusion. Parents have the right to make representations to the Governing Body. As a last resort the Head Teacher also has the power to issue a permanent exclusion from the school. Parents have the right to make representations to the Governing Body or Local Education Authority.

Restraint/Reasonable Force

Staff may use reasonable force to prevent pupils injuring themselves or others. If a child is out of control and physical restraint becomes necessary to ensure safety, staff will immediately send for a member of the Behaviour Team. The Behaviour Team are fully trained in 'positive handling' techniques. The Behaviour Team will use the minimum restraint necessary whilst they attempt to calm the situation.

Yellow Slips

- The use of Yellow slips are primarily to record behaviour concerns and help staff identify any patterns of behaviour.
- A Yellow slip is issued for serious misbehaviour that usually cannot be dealt with in class. Pupils may be sent to Griffin House and spoken to by a member of the Behaviour Team. When a Yellow slip is issued teachers will contact parents to discuss their child's behaviour.
- If behaviour does not improve the Head Teacher may request a meeting with parents to discuss what more can be done to support their child in school and explore ways of moving forward.

Each class has a traffic light system, with every child starting the day on 'green' The following is a guide and staff should use their professional discretion:

Moving from green to amber or red:

- Calling out
- Talking over the teacher/assistant
- Playing with objects
- Distracting others
- Running in the school building
- Misbehaviour in the toilets
- Not lining up quietly
- Failure to bring PE or Swimming kit
- Rocking/leaning back on chair
- Failure to bring homework on the day it is due

- Leaving seat without a valid reason/permission
- Shouting
- Pushing
- Leaving classroom without permission
- Mild rudeness
- Tampering with or damaging displays
- Being in building at playtimes without permission
- Poor behaviour in the dinner centre
- Throwing objects

Yellow Slips

- Fighting
- Physical or verbal abuse
- Persistent refusal to follow staff instructions/school rules
- Leaving the school premises
- Stealing from others
- Refusal to accept the consequences of breaking the school rules
- Persistently preventing others from working
- The consistent breaking of school rules or one of the following problems:
 - Bullying - targeting of one or more pupils by another or a group of others, often planned in advance and part of a repeated pattern of behaviour and intimidation (not an isolated incident, or inappropriate play).
 - Staff must be alert to signs of bullying and act promptly (see Bullying Policy)
 - Children should feel able to inform a member of staff in confidence, and be sure that all allegations will be thoroughly investigated. If found to be true, then they must be taken seriously and acted upon.
 - Racial and sexual harassment - verbal or physical violence because of a person's colour, race, nationality, ethnic origins or gender must be taken seriously and once thoroughly investigated, acted upon.

- Stealing and Vandalism in school or on the way to/home from school. Any violation of criminal law would not automatically lead to exclusion. The matter would be dealt with in accordance with the criteria.

Monitoring Procedures

Behaviour Management will be a key focus in the annual monitoring programme in line with the School Development Plan. The Head Teacher and Deputy Head Teacher will focus on behaviour management throughout the school both within and outside the classroom. Recorded feedback with targets is given to both class teachers and the senior midday supervisor.

The Head Teacher will focus on behaviour management as part of the regular monitoring of classroom management throughout the school.

The Behaviour Manager conducts an annual review of the behaviour policy and takes into account the views of all staff, governors, parents, pupils and key partners.

The Behaviour Manager records referrals of children in order to monitor management strategies across the school and to assist in identifying emerging patterns of behaviour.