

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

**Ecclesiastes 4:9**

## **Behaviour Policy**

**Approved by the Full Governing Body March 2019**

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork.

Our Golden Rule is: 'to treat others as you would like to be treated'.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

This policy complies with our funding agreement and articles of association.

### **Behaviour Management**

It is important to provide an environment in which children can develop positive attitudes to learning so that they can grow socially, emotionally, spiritually, morally and intellectually. Behaviour is not just how we conduct ourselves but should focus on our behaviour and attitudes towards learning. It is everyone's role to have positive attitudes and to make learning exciting and interactive in order for this to happen.

To achieve the above, we aim to enable children to:

- work hard and realise they are responsible for their actions
- understand the need for rules for us all to live by
- be happy and self-disciplined
- grow in confidence and self-esteem
- be courteous and considerate to each other and to all adults
- develop the ability to co-operate with others
- exhibit a desire to learn and a determination to succeed
- take a pride in their own work and respect the work of others
- develop an appreciation and respect for the environment
- experience a spiritual dimension in behaviour and learning

All who work in the school should consistently promote good behaviour. Staff act as role models for children. Children should see that staff show respect towards one another as well as to visitors and in their dealings with children. Whilst we aim to enable children to be self-disciplined, children need to know what is expected of them. They should understand that good behaviour means that everyone in the school is:

- kind and considerate
- polite and friendly
- helpful and co-operative
- quiet and hardworking

Throughout the school day and in various activities in which children are engaged, children and adults need to be aware of the codes of behaviour which exist.

## **CLASSROOMS**

The classroom environment should be attractive, stimulating, purposeful and orderly so that children approach learning in a positive way. The environment should promote and provide for the range of activities in which children of differing abilities will be engaged. Children who are engaged in purposeful and relevant activities are more likely to behave well.

At the start of each academic year, teachers should discuss expectations with children so that the pupils can agree their own code of classroom behaviour. This will be written out and displayed. All who work in the classroom should be aware of these expectations. They should be referred to regularly to support children with their behaviour in school.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **REWARDS AND SANCTIONS**

The satisfaction of a job well done is often reward enough. We should encourage children to work and behave well and show that we recognise this in and out of the classroom. For special effort, and particularly with children who may be experiencing difficulty, praise is essential.

### **Rewards**

Praise may be given in the following ways:

Verbal praise to the pupil

Opportunity to share success with another teacher and/or class

Use of a praise pad to send home

Value points

Headteacher stickers

Headteacher postcard sent home (half termly)

### Value Points:

Value Points are a positive behaviour strategy used to reward pupils who demonstrate our school values:

G – God's Guidance  
R – Respect one another  
E – Excellent behaviour  
A – Aiming high  
T – Tremendous teamwork

Value Points are collated in Friendship Groups and at the end of each term we celebrate the Friendship group who has achieved the most points. In addition to recognising positive behaviour, this system promotes teamwork and collaboration across the school. This system is used in Years 1 to 6. In Early Years, as a transition to primary school, stickers are awarded for good behaviour.

### **Sanctions**

**Stage 1** - One verbal warning with expectations and reasons clearly stated to the child.

**Stage 2** – The child's name is noted on a board and the child is clear as to why it has been added and an age appropriate amount of time will be missed from playtime

**OR** the child is moved away from the situation and placed with positive role models.

Conversations will be had between the teacher and child so that it is clear as to what our expectations are in terms of behaviour.

**Stage 3** – Teachers will speak to parents about behaviour expectations.

**Stage 4** – The child is withdrawn from the class and sent to the Headteacher or a senior member of staff with an explanation as to why they are there. This is an appropriate time to send a behaviour letter home to parents. If a child is removed, it is the teacher's responsibility to ensure that the behaviour has been logged in the office.

**Stage 5** – For on-going behaviour issues, specialist behaviour support will be sought. In exceptional circumstances, where the behaviour is considered serious, the fourth sanction of withdrawal will be used straight away. The class teacher will record the behaviour for future reference in the behaviour log.

Any inappropriate behaviour which causes concern will be discussed with parents by the class teacher.

Where the behaviour takes place on a school visit or at the end of the day this will be followed up during the next working day, as far as the school is able.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (appendices 4 and 5)

### **COLLECTIVE WORSHIP**

These are usually held at the beginning of the day and provide an important opportunity for the whole school or parts of it to meet together. Collective Worship provides an opportunity to make explicit to the whole school community the values and aims of the school. The

spiritual dimension to learning is emphasised within the context of a caring, Christian community. If children are to participate in collective worship in a meaningful way, it is important that they enter the hall quietly and in an orderly manner. The playing of music is used to create a calm and reflective and/or joyful atmosphere and at the end of worship, provides time for reflection before returning to the classroom.

### **MOVING ABOUT THE SCHOOL**

Children need to know what is expected when moving from place to place both for their own safety and that of others. It is expected that children will be both considerate and polite, and that certain core rules will be taught and implemented by all. These are:

- Children will walk around school in a quiet and controlled manner. This shows consideration for the fact that others are working and is a Health and Safety matter.
- All people should hold doors open for others.
- Use of “please” and “thank you” will be expected from and to all.
- Being polite and not interrupting when people, especially adults, are talking.

### **LUNCH TIME**

Behaviour in the dining room should be quiet and orderly. Children should understand what is expected at lunch-time. Consideration for others is important and older children are encouraged to look after younger ones. There is a rota of when classes go to the dining room. Children should wash their hands before eating their lunch and after visiting the toilet. When leaving the dining room they put on outdoor clothing and enter the playground via the correct exit. Each class should have a designated exit and entrance route.

### **PLAYGROUND**

Behaviour at playtimes should be discussed with the children. Consideration for others, safety and an opportunity for exercise and enjoyment should be emphasised. Children should understand that rough play is not allowed. In cold weather children should wear outdoor clothes. At the end of playtime, the whistle will be blown and the children should stand still. On the second whistle the children should walk quickly and quietly to join the line for their class and stand still until told to go into school. Playground supervisors should be alert to unsafe or dangerous behaviour. Any behaviour incidents in the playground should be dealt with by the adult(s) on duty; these incidents must also be logged and fed back to the class teacher. The four stage approach is also applied outside the classroom. Positive behaviour in the playground will also be rewarded as outlined above (rewards and sanctions).

### **Pupil support - SEND**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Personalised behaviour plans, alongside One Plans / EHCP Plans may be implemented. If necessary, pupil risk assessments are also used.

**Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

**ROLES and RESPONSIBILITIES****The Governing Body**

The teaching and learning committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

**The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

**Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

**Parents**

Parents are expected to:

- Support their child in adhering to the school's behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

We request that parents:

- are models for their child's behaviour
- will support the school and advise us of any factors which may influence their child's behaviour
- work with school to promote positive behaviour and resolve any difficulties
- are involved in the setting and reviewing of any targets related to the behaviour of their children

### **Links with the wider community**

The school will:

- share behaviour expectations with children, parents and the community
- support after school providers to ensure that the school's behaviour expectations are applied
- have clear and consistent procedures
- encourage positive behaviour and resolve any difficulties
- involve parents, outside agencies and the wider community as appropriate
- give users of school premises who organise regular activities will be given a copy of this policy
- welcome regular feedback regarding the behaviour of children both inside and outside the school

### **Evaluation, Review and Revision**

This policy was written in March 2019. It was drawn up in consultation with, and reflects the consensus of, the Headteacher, members of the teaching staff, members of the Governing Body and the children. It will be reviewed in three years' time or before, if it is felt appropriate.

Signed:	Date: March 2019
Headteacher	
Signed:	Date: March 2019
On behalf of the Governing Body	
Next Review Date:	March 2022



#### **Appendix 1: Written statement of behaviour principles**

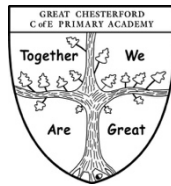
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Appendix 2:

**Behaviour Incident Log**



Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, breaktime)	
What happened?	
Who was involved?	
What actions were taken, including any sanction?	
Is any follow up action needed? If so, give details	
People informed of the incident (staff, governors, parents, external agencies):	
Signature:	

### Appendix 3: Letters to parents about pupil behaviour – templates

#### First behaviour letter



Dear Parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

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#### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter



Dear Parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date: \_\_\_\_\_

### Third behaviour letter



Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

\_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4

### The Use of Force to Control or Restrain Pupils



#### Definition

The term physical intervention is used as defined in DfES/DoH National Joint Guidance, "Restrictive Physical Interventions involve the use of force to control a person's behaviour and can be employed using bodily contact or changes to the person's environment".

#### Who can use force and when.

Section 550A of the Education Act 1996 allows teachers, or other persons authorised by the Headteacher to have control or charge of pupils, to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- ◆ Committing a criminal offence, including behaviour which would be an offence if the pupil were not under the age of criminal responsibility.
- ◆ Injuring themselves or others.
- ◆ Causing damage to property (including the pupil's own).
- ◆ Engaging in behaviour prejudicial to maintaining good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom during teaching or elsewhere, such as during a field trip.

#### Other authorised persons may include:

- ◆ Classroom Assistants.
- ◆ Mid-day Supervisors.
- ◆ Specialist Support Assistants.
- ◆ Voluntary Helpers.

All persons should be aware of this authorisation, understand what it entails and its limitations, and receive training as appropriate.

#### Incidents

EVERYONE has the right to defend him or herself against attack, provided that they do not use a disproportionate degree of force to do so.

Similarly, in an emergency, for example if a pupil were at immediate risk of injury or on the point of inflicting injury on another person, any member of staff would be entitled to intervene.

Teachers and other authorised staff are also entitled to intervene in other, less extreme situations as outlined above.

#### Reasonable Force

There is no legal definition of 'reasonable force'. However,

- ◆ The use of force can be regarded as reasonable only if the circumstances of a particular incident warrant it.
- ◆ The degree of force employed must be in proportion to the incident and should always be the minimum required.
- ◆ The age, understanding and sex of the pupil concerned should be considered.

### **Application of Force**

Physical intervention may involve staff in:

- ◆ Physically interposing between pupils.
- ◆ Blocking the path of a pupil.
- ◆ Holding, pushing or pulling.
- ◆ Leading a pupil by the hand or arm.
- ◆ Shepherding a pupil away by placing a hand in the centre of the back.
- ◆ In extreme circumstances, using more restrictive holds.

In other than exceptional circumstances, staff should not act in a way that might reasonably be expected to cause injury, eg:

- ◆ Holding a pupil around the neck or by the collar, or otherwise restricting breathing.
- ◆ Slapping, punching, kicking or tripping up.
- ◆ Twisting or forcing limbs against joints.
- ◆ Holding or pulling a pupil by the hair or ear.
- ◆ Holding a pupil face down on the ground.

### **Physical contact with pupils**

In some circumstances, physical contact with pupils may be appropriate or necessary, eg:

- ◆ Demonstrating exercises or techniques in PE.
- ◆ Giving first aid.
- ◆ Giving physical prompts or help to children with special educational needs.
- ◆ When a pupil is in distress or needs comforting.

Teachers will use their professional judgment in these situations.

Staff should also be aware of any children for whom touching is particularly unwelcome, eg:

- ◆ Because of the pupil's cultural background.
- ◆ Because of previous or current abuse.

Staff should always avoid touching or holding a pupil in a way which might be considered indecent.

### **Recording Incidents (See Form )**

Detailed, contemporaneous, written reports should be made on any occasion when force is used (except minor or trivial incidents).

The Head teacher should be informed and a report made, to include

- ◆ Names of any pupils involved.
- ◆ Time and place.
- ◆ Names of witnesses.
- ◆ Reason why force was necessary.
- ◆ How the incident began and progressed, including details of pupil behaviour, what was said by each party, steps taken to calm the situation, the degree of force used, how it was applied and for how long.
- ◆ Details of any injuries or damage.

### **Parents**

Incidents involving the use of force can cause great concern. The School will inform parents of any incident involving their child and give them an opportunity to discuss it. The Headteacher will decide whether this should be done immediately or at the end of the school day, and whether parents should be told orally or in writing.

## Appendix 5 -



### Physical Intervention Report Form

Child's Name:

Date of Physical intervention:

Full Name of Adults involved :

Other Children Involved:

#### Details of Physical Intervention

1) Time of Physical Intervention

2) Duration

3) Location

4) Lead up to the Physical Intervention

( including alternative approaches used prior to physical intervention)

5) Method of Physical Intervention (If used, state )

6) Does this pupil have a Behaviour Programme? Yes No

If yes, was the procedure followed? Yes No

If no, state reasons:

**Outcome of Physical Intervention**

7) How the incident was resolved

8) Details of any injuries

9) Other relevant comments, including prognosis

**Follow Up** – police involvement, medical attention etc.

**Dates relevant agencies and parents involved:**

Signed:  
(staff member)

Signed:  
(Head of establishment)

Print Name.....

Print Name.....

Date .....

Date .....

Form seen by Designated Child Protection Lead Yes No

Date.....

Signed .....

Print Name.....