

CHOWBENT PRIMARY SCHOOL

Behaviour Policy



Date policy agreed by Governing body:

Chowbent Primary School Behaviour Policy

Aims:

The primary aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. It also aims to help our children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.

Expectations:

- Every member of the school community should behave in a considerate way towards others.
- All members of the school must be treated fairly, and the behaviour policy should be applied in a consistent way.
- Our school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation.
- This policy is designed to promote good behaviour, rather than merely deter poor behaviour.

At Chowbent we recognise that children's negative behaviours can be influenced by a number of factors:

- Trauma
- Poor self-esteem
- Poor attachment
- Level of challenge in lessons - too easy or too hard
- Under-developed social skills
- Under-developed sense of empathy
- Some special educational needs
- Lack of 'feelings of belonging' or responsibility
- Stress
- Poor health or emotional well-being

We support pupils and promote good behaviour in the following ways:

To raise self-esteem:

Providing positive feedback through

1. Specific Praise
2. Dojo rewards
3. Giving pupils jobs and responsibilities
4. Chowbent Champ
5. Headteacher award

Celebrating achievements:

- Chowbent Champs
- Asking children to show good work to the Headteacher, other teachers or their peers
- Dojo rewards
- Use of individual negotiated reward scheme / targets

To promote positive relationships between peers and teach strategies to manage conflict

- Personal Development lessons
- Individual pastoral support for targeted pupils
- Support from the school's pastoral team. For example, 1:1 / Peer Mediation / Friendship Groups / Lego Therapy / a solution focussed approach fully inclusive of the child.
- Regular whole school screening to identify children at risk
- Staff act as positive role models – no inappropriate humour, put downs, staff show respect to pupils and for each other.
- Staff positively seek out rewarding well behaved pupils – holding them up as role models.
- Class codes of conduct established between teacher and pupils annually.
- Reward system used to specifically highlight examples of good relationships / teamwork / caring for each other.
- Use of circle time to resolve issues and promote empathy, understanding of others and good relationships. E.g. Discussion of scenarios – real & imaginary – what are the people involved thinking or feeling? What could they do / say?
- Use of reward and sanction systems
- A friendship stop is manned on the playground.

Support for vulnerable individuals:

Sometimes children need extra pastoral support. This can be to help with friendships, or to raise self-esteem and boost confidence. At Chowbent we will provide support for pupils whose progress is hampered by their pastoral needs. We will do this in the following ways;

- Identification via regular pastoral meetings with the class teachers. Support will be implemented and reviewed regularly by the pastoral team, child, teacher and parent when appropriate.
- Ensure a child-centred approach is used which promotes the child's responsibility for their own actions and allows them to input into the solutions.
- Ensuring consistency for these pupils in that all staff are aware of what strategy is being employed for the targeted child.
- Flexible – recognising that a range of strategies may be needed and that there is no 'one-size fits all' solution.
- Recognise that vulnerable pupils should be dealt with confidentiality and their interventions not made generally public to their peers.
- Ensure that any behaviour targets must be S.M.A.R.T., clear, concise, understandable to the child and build up to change through small achievable steps.
- Support the development of coping strategies and self-esteem through work with the school's pastoral team.

Developing a sense of personal responsibility:

- Jobs within school such as escorting and play leaders.
- Lesson objectives used at times to focus on presentation and layout of books/work.
- Marking for presentation as well as lesson objective.
- Good work shared or showcased to class / in displays / achievement assemblies.
- Staff act as role models.
- Teach 'next steps' in learning – personalised targets in books and class displays

- Use of discussion in 'circle time; P4C format to develop a self-assessment of own behaviours
- Use of reward / sanction systems

Home and Parenting:

- Parents invited to Chowbent champ celebration assembly.
- School to offer support from our Inclusion and Safeguarding Lead.
- Promote parenting programmes and family learning.
- Parents invited to attend Local Authority Pastoral Support Plan meetings.
- Parents involved in Special Educational Needs review meetings.
- Teachers to ensure open/regular communication with parents over behaviour targets.
- Use of drop-in sessions for parents in reception.
- School to make sure parents understand and support the school's behaviour systems and policy.

Rewards

At Chowbent Primary we see the value in rewards and sanctions being as immediate as possible as this helps children make the strongest connection between their behaviour and the good or bad consequences of the choices that they make.

Positive behaviour is to be rewarded immediately with a dojo. Every child in school has the chance to win dojo points for doing amazing things in school! Good work, manners or resilience for example will earn points – and points mean prizes.

- Each half term every class will agree a class reward that they will work towards winning by reaching a class dojo total target.
- Individual dojo totals can be 'cashed in' at Mr. Randle's treasure chest when your child has earned 50 dojo points.

Parents have the option to keep up to date with their child's rewards by downloading the free ClassDojo app. Here you will see the dojo points your child has earned in school as well as the reasons they were given.

To do this please follow these steps:

- Get the free ClassDojo app
- Sign up as a "Parent"
- Enter the parent code for your child's class (ask class teacher)

Sanctions

Sanctions equally need to have consequences which are immediate or soon after incidents. For some pupils longer term targets may also be appropriate. These will be broken down into realistic but challenging steps which may be more appropriate for our targeted pupils. It is important that the rewards and sanctions are applied fairly and consistently in accordance with the ethos outlined above. It is impossible to predict and record every incident which may take place in a school. However, the school will ensure that children understand that the following behaviours, positive and negative will trigger the named consequences. The table below is intended as a guide for pupils and staff to ensure consistency across the school. The school adopts a layered response to behaviour. This enables the children the opportunity to step back and make better choices to redeem a situation. If they continue to behave inappropriately the consequences will increase in severity.

Teachers/support staff will follow the following staged response to inappropriate behaviour.

- First instance in class per am or pm – verbal warning given
- Second instance in class per am or pm – Yellow Card – ‘This is for’
- Third instance in class per am or pm –second Yellow Card – ‘This is for....’ Followed by 5 minutes time out in paired class to allow time to reflect on behaviour.
- Fourth instance in class per am or pm – Red Card given. Results in deduction of 5 dojo points. Log on CPOMS
- Yellow cards will be set back to zero at the end of an am or a pm.
- At playtimes a verbal warning will be issued at first instance and if the behaviour continues then a 5-minute time out will be issued.
- If a child has received 2 red cards in a half term, they will meet with the pastoral team to reflect on their behaviour and notified that they are at risk of going onto report and Friday reviews with the Headteacher.
- If a child has received 3 red cards in a half term, they will be placed on a ‘report card’. They will meet with Headteacher and Inclusion and Safeguarding Lead on a Friday afternoon and an agreed target will be set. Parents will be contacted to update them on what was discussed after each weekly review. If after 4 weeks, the child is still struggling to meet the target parents will be invited in to discuss further. If the child is no longer receiving red cards they will be taken off the review programme.

In year 5 and 6 lunchtime detentions are held on a Friday if homework is not completed. Children who have failed to complete their weekly homework will be required to stay in during lunchtime to complete the work which has been set.

Sanctions – Fast tracked

Fast tracked instances. It is the responsibility of the class teacher to establish an orderly and positive classroom environment which is safe and productive. Behaviour which is beyond that which is acceptable for the classroom environment will be dealt with by the Headteacher or members of the leadership team as appropriate.

There is a measured and stepped response to fast-track incidents. The Headteacher or senior staff involved will make a judgement as to whether the following steps should be taken one at a time or fast tracked to more significant consequences in light of the severity of the incident.

Only the Headteacher is legally able to make the decision to exclude a pupil.

All instances of disrespect to staff must be followed up by an apology by the child to the member of staff.

- First instance of a fast-track incident in a half term = a red card.
- Third instance of a fast-track incident in a half term = parents informed and the child’s placed on a report card.
- Fixed term exclusions – limited to 45 days per year by law.
- Permanent exclusions – parental appeals can be made.

Bullying

The effects of bullying can be huge and life-long. We are committed to creating a school environment where the children understand how to protect themselves from bullying in all its forms, both in person and over the internet.

We teach the children that bullying is wrong and that it is not tolerated. It is everyone's responsibility to tackle bullying and we aim to keep Chowbent free of it in all its forms, be it children, staff or parent led. Part of this is helping all to understand what is, and isn't, bullying. The Government clearly defines this for all schools. 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' DFE 2011.

Less serious friend fallouts and one-off name calling would be dealt with within our pastoral and behavioural policies.

Bullying can take many forms for which we all need to be vigilant—physical violence, psychological, verbal, exclusion, body language, threats, malicious gossip, extortion and cyber.

In school we ensure staff are trained and up to date on how to tackle bullying and spot it. We keep the children up to date on our policy and what to do if they feel they are being bullied.

At Chowbent we adopt Wigan Local Authority's 'Staged Seven Steps Approach to Anti-Bullying'. This runs alongside our usual sanctions outlined in this policy which would still be used. The stages below outline what has proven to be the most effective approach stopping bullying from reoccurring.

STAGE 1

Step one - Interview the victim once bullying has been identified. Ensure the victim's parents /carers are informed. When the teacher finds out that bullying has happened s/he starts by talking to the victim about his/her feelings. S/he does not question him/her about the incidents, but s/he does need to know who was involved.

Step two - Convene a meeting with the people involved. The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step three - Explain the problem. S/he tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise the distress. At no time does s/he discuss the details of the incidents or allocate blame to the group.

Step four - Share responsibility. The teacher does not attribute blame but states that s/he knows the group are responsible and can do something about it.

Step five - Ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses, but s/he does not go on to extract a promise of improved behaviour.

Step six - Leave it up to them. The teacher ends the meeting by passing over responsibility to the group to solve the problem, S/he arranges to meet with them again to see how things are going.

Step seven - Meet them again. About a week later the teacher discusses with each student individually, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Step seven is repeated periodically for several months. However if the problem re-occurs, we move to stage 2. If the issues appears resolved the check-ins will become less frequent, but kept under review via the school's pastoral systems.

STAGE 2

Contact Parent(s) / Carer(s) of the bully

STAGE 3 Contact outside agencies e.g. Targeted Education Support Service, Educational Psychologist, and Police.

STAGE 4 Pastoral Support Programme - possible fixed term exclusion.

All incidents of bullying are recorded and when we use the seven steps outlined above, records are kept of both the interventions and the outcomes on CPOMS. The school annually evaluates the effectiveness and impact of this policy as part of its annual cycle of school self-evaluation by the school's senior leadership.

The named member of staff responsible for tackling bullying in line with this policy is Mr. Randle

The role of parents

Parental support is essential if a school is to establish a fully effective behaviour policy. At Chowbent Primary we expect parents to work with us to help implement this policy. Working together we can create a safe and positive environment for all children.

We need to celebrate together the positive achievements of your children as much as report any areas of concern. We will therefore follow this policy to communicate to parent's good news whenever possible.

It is the policy of the school to inform parents if their child is involved in a fast-track incident as soon as possible after the incident.

The role of staff

Staff have a legal right to exercise certain legal powers in respect of this policy. Staff may search any pupil or their belongings if they have reasonable suspicion that in-appropriate items or materials are being brought into school. Children who have mobile phones are informed that these must be deposited in the school office at the start of the day and picked up at home time. Phones found not in the school office or being used in school time will be confiscated and parents will be asked to come to school to collect them. The school staff may use reasonable force or make physical contact with children in matters of school discipline, if to not do so would cause harm to that child or another person. School has powers to discipline children in school for misconduct beyond the school gate if the child is wearing a school uniform, travelling to or from school or taking part in school organised or school related activities. This includes bullying off site including cyber-bullying. In line with government advice, the school will not automatically suspend a member of staff who has been accused of misconduct pending an investigation. The Headteacher will consult with the school governors and the local authority safeguarding board in order to make the appropriate decision regarding any suspension.

Physical Restraint of Pupils

Our policy is to wherever possible use the techniques of de-escalation to avoid serious incidents involving pupils. However, on very rare occasions it may be necessary for staff to use physical restraint if a child is judged to be at risk of causing serious harm to themselves, another child, an adult or to property.

Physical restraint will only ever be used as a last resort. The school will ensure that there are adequate numbers of staff available trained in the correct techniques of safe handling. If a child enters the school who is deemed to be at greater risk the school will ensure that a personalised safe handling plan is in place for that child.

Any incident where staff have had to intervene to physically restrain a pupil will be recorded by the school and the child's parent will be informed.

Staff will only use physical restraint for the purposes of protecting a child, a member of staff or property from serious harm or damage. The school does not allow any physical restraint of pupils for any other reasons or for the purpose of discipline or punishment.

Appendix 1

CLASS DOJO POINTS CATEGORY VALUE

CATEGORY	VALUE
Behaviours	
Good manners	1 point
Helping others	1 point
Honesty	1 point
Good uniform and presentation	1 point
Keeping the classroom tidy	1 point
School Jobs	
Play leader job 1 duty	2 points
Escorting duty 1 duty	2 points
Door monitor 1 duty	2 points
Using the 5Rs	
Showing resilience	1 point
Showing readiness	1 point
Showing resourcefulness	1 point
Showing reflection	1 point
Showing responsibility	1 point
How I Work In Class	
Great teamwork	2 points
On task	1 point
Great written work	5 points
Good contribution to a P4C discussion	1 point
Good contribution in a discussion read	1 point
Good listening	1 point
Participating well	1 point
Exceptional Maths work	5 points
How I Work At Home	
Reading well at home	1 point
Reading well at home and writing a book review (KS2)	2 points
Homework in on time	1 point
Times Table	
Rapid Recall Knowing all x2 Tables	5 points
Rapid Recall Knowing all x3 Tables	5 points
Rapid Recall Knowing all x4 Tables	5 points
Rapid Recall Knowing all x5 Tables	5 points
Rapid Recall Knowing all x6 Tables	5 points
Rapid Recall Knowing all x7 Tables	5 points
Rapid Recall Knowing all x8 Tables	5 points
Rapid Recall Knowing all x9 Tables	5 points
Rapid Recall Knowing all x10 Tables	5 points
Rapid Recall Knowing all x11 Tables	5 points
Rapid Recall Knowing all x12 Tables	5 points
Needs to work on	
Red card for fighting	-5 points
Red card for not following instructions	-5 points
Red card for disrupting lessons	-5 points