

Behaviour Policy



Updated March 2021

At Charlwood Village Primary School we believe that excellent behaviour is the result of mutual respect for each other, high expectations and an understanding that we are all accountable for our own behaviour.

Our School Rules

At the beginning of the academic year through assemblies and classroom sessions the adults and children agree the School's Rules. These rules agreed for 2020-21 are:

- **We will be the best learner that we can be**
- **We will listen to each other respectfully**
- **We will treat others how we would like to be treated**
- **We will look after our school environment and be eco-friendly**
- **We will be honest and always tell the truth with everyone**
- **We will follow the school values ~ *Confident, Valued, Prepared and Successful***

The rules are revisited in class and assemblies as appropriate and are referred to as needed with individual pupils.

In the first term in the pupil's new class the teacher negotiates classroom rules for specific learning areas. Pupils and teachers talk through the reason for the rules for example keeping safe, being fair, showing respect. Pupils showing awareness of the rules through their actions are praised to encourage pupils who find this area challenging.

The different parts of the school rules are reinforced through assemblies with Key Stage 1 and Key Stage 2 in the Autumn Term.

Throughout the year the adults working in the school are expected to model excellent behaviour so that pupils see an example of how they should be behaving.

The school rules are displayed in classrooms and around the school. They are also included in the Home School Agreement and in the Homework Diaries for Wren Class and Owl Class.

Our Reward Systems

It is our ethos to promote good behaviour through our consistent reward system:

Our reward system comprises of:

- In Foundation Stage and Key Stage 1 class stickers are given out for good work, completion of homework and excellent behaviour. The pupils build these up on their own sticker charts
- When they have filled up their sticker chart the pupils receive a Headteacher sticker
- In Key Stage 2 pupils earn Dojo Points which are recorded electronically. These are given out for good work, good effort shown during lesson time and for excellent example of conduct.
- There are visual behaviour charts in each class where pupils can move up or down to reward for good behaviour or to act as a sanction
- Praise for good behaviour or work is publicly given in the classroom and in assembly.
- Each term two pupils in Year 2 and Year 6 are selected for the Lowfield Heath Cup. This is presented to pupils for the effort they put into their learning as well as for their personal conduct.
- Pupils who produce an excellent piece of work may show it to the subject leader or Headteacher where appropriate

Sanctions

There will be times when inappropriate behaviour needs to lead to a sanction.

The sanctions follow a specific order:

- **Stage 1:** Verbal warning given.
- **Stage 2:** Second verbal warning with consequences explained.
- **Stage 3:** Pupil sent to Blue Chairs near the School Office during their playtime or lunchtime ~ class teacher/Headteacher/SENCo informed. If the incident occurs at the end of the day the class teacher will inform

the parent of the sanction as it will take place on the following day. The class teacher will inform the parent of the reason for the sanction and the amount of time to be lost. Where possible the class teacher may remove a class privilege time such as choosing time to avoid a sanction being taken over to the next day, but this may not always be possible. The pupil may also be sent to another classroom to complete their work for a set period of time.

- **Stage 4:** The pupil will be sent to the Headteacher. The Headteacher may inform the parent/carer depending on the behaviour displayed.
- **Stage 5:** The parents/carers will be contacted to discuss the behaviour or to arrange a behaviour meeting.
- **Stage 6:** Outside agency support may be sought should school efforts to address the behaviour be unsuccessful.
- **Stage 7:** If following outside agency support and reasonable adjustments in school the behaviour does not improve then the Headteacher may issue a Fixed Term Exclusion. Please see Exclusions Policy.
- **Stage 8:** In the cases where the behaviour is considered extremely serious or if the behaviour continues after Stages 1-7 have been exhausted then the Headteacher may recommend a Permanent Exclusion to the Governing Body. Please see Exclusions Policy.

Lunchtimes and Playtimes

For lunchtimes and playtimes the following sanction process will be adhered to:

- **Stage 1:** Verbal warning provided.
- **Stage 2:** Second verbal warning with consequences explained.
- **Stage 3:** The pupil will be sent to the Blue Chairs next to the School Office and the Headteacher or class teacher will be informed (at this stage the SENCo will be informed). If neither of these people are available then another teacher will be informed. The adult informed will deal with the incident.
- **Stage 4:** The Headteacher or class teacher will speak with the pupil and may decide either to:
 - a. Deduct a longer period time from their lunch play and then allow return outside after apologising to the appropriate person.
 - b. Send the pupil to stand next to an adult outside after apologising to the appropriate person.
 - c. Be asked to return back to their playtime after apologising to the appropriate person.

- **Stage 5:** The parents/carers will be contacted to discuss the behaviour or to arrange a behaviour meeting.
- **Stage 6:** Outside agency support may be sought should school efforts to address the behaviour be unsuccessful.
- **Stage 7:** If following outside agency support and making reasonable adjustments in school the behaviour does not improve then the Headteacher may issue a Fixed Term Exclusion. Please see Exclusions Policy.
- **Stage 8:** In the cases where the behaviour is considered extremely serious or if the behaviour continues after Stages 1-7 have been exhausted then the Headteacher may recommend a Permanent Exclusion to the Governing Body. Please see Exclusions Policy.

Support for Children with Social, Emotional and Mental Health

There are times when pupils need support to behave appropriately. When a pupil reaches this stage the parents/carers will have been informed of the schools concerns. If the behaviour continues or deteriorates further the following actions will take place:

1. The teacher and Headteacher/SENCo will meet with the parents/carers to discuss the possible causes for the behaviour i.e. any peer group pressures, academic progress, changes at home.
2. Agreed short term goals with clear rewards and sanctions will be put in place for the child using a Surrey SEND Support Arrangements document (known in school as a Pathway Plan).
3. If the behaviour does not improve or continues to deteriorate then Behaviour Support Service will be contacted and a referral will be made.
4. If at any time the teacher, SENCo or Headteacher believes that there is a Safeguarding issue then the Multi Agency Safeguarding Hub (MASH) will be contacted.
5. If the above actions are taken (only No 4 would happen if there was a Safeguarding issue) and the behaviour does not improve, then the Headteacher may consider a Fixed Term Exclusion. See Exclusions Policy.
6. If the behaviour is considered serious enough or if all other avenues have been exhausted then the Headteacher may recommend a Permanent Exclusion to the Governing Body. See Exclusions Policy.

Bullying

Reports of bullying either online or offline will be dealt with promptly. The school will always aim to achieve an anti-bullying ethos and will take proactive steps, such as taking part in Anti-Bullying Week as well as promoting an atmosphere of mutual respect and tolerance. There are many ways that pupils can report bullying, e.g. Worry Boxes, Time to Talk, School Council.

Reasonable Force

There may be occasions when a pupil's behaviour is causing immediate risk to others or the pupil themselves or damage to school property. In this case the pupil may need to be restrained or physically moved. This will only be carried out when absolutely necessary and where there is more than one adult present. There are Positive Touch trained members of staff in school. These will be called wherever possible and practicable.

Staff Development and Training

Staff can access support and guidance for managing behaviour by discussing the issues with the Headteacher who is also the SENCo. Teachers and teaching assistants can also access training provided by the Specialist Teacher Team. Where a pupil is referred to Behaviour Support, the teacher, teaching assistant or special needs assistant can have consultation time with the Behaviour Support Specialist Teacher to discuss individual strategies.

Beyond the School Gate

Pupils at Charlwood Village Primary School are expected to continue following behaviour expectations when they represent the school on school trips, sporting events and when they are out in the community. Reports from community regarding poor behaviour from a pupil will be discussed with the pupil and their parent.

Pupil Transition

At the end of the academic year teachers conduct transition meetings for all pupils moving up to the next class. Any specific behaviour needs are discussed at these meetings. The SENCo and Y5/6 teacher also discuss any behaviour needs with Secondary School colleagues during the Y6 transition meetings/conversations. If pupils leave the school during the academic year then the SENCo/Headteacher will discuss any behaviour needs with the next school.

Facilities

The school does not have an isolation room or designated area specifically for behaviour needs, however the Key Stage 2 Group Room is the safest space to use if needed.

Malicious Allegations

If an allegation is made against a member of staff it will be reported to the LADO. The school will then follow the guidance of the LADO for investigation and reporting of outcome. The Safeguarding Governors would be contacted in the event that there is an allegation made against the Headteacher. In the event that it is found a malicious allegation was made then the pupil and parents would meet with the Headteacher and a sanction would be decided. The member of staff from the outset of an allegation would be encouraged to contact the Employees Assistant Programme as well as their Union for support and advice. The school would ensure that the member of staff is kept informed of the process and is given access to emotional support.

Legal Duties

The school recognises its duties under the Equality Act 2010. The school understands the need to understand and support pupils who have Special Educational Needs and makes reasonable adjustments where necessary. There are some pupils who will require a sensitive and differentiated approach. A log of behaviour incidents is kept by the school to be able – to help to identify any patterns or trends so that one group isn't affected by the policy than other groups.

Please also refer to the following related policies:

Anti-Bullying Policy
Child Protection and Safeguarding Policy
Health and Safety Policy
Special Educational Needs and Disabilities Policy
Equal Opportunities Policy
Single Equality Scheme
Online Safeguarding Policy
Spiritual, Moral, Social and Cultural Policy
British Values Policy
Exclusions Policy
Whistle Blowing Policy
Personal, Social, Health and Economic Education

Success Criteria

We will know that this policy has been successful when:

- All pupils, parents/carers, and all associated adults know and understand the school rules.
- The school rules are displayed in all classrooms and around the school.
- Class codes of conduct are agreed in the Autumn Term.
- All members of the school community know the rules for different areas of the school and that they are displayed.
- Adults are consistent in their use of the reward systems.
- Adults are consistent in their use of the sanction system.