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Chirton C Of E Primary School and Preschool Behaviour Policy



'Loving our neighbours as ourselves'
Luke 10:27

Chirton C of E Primary School aims to ensure that the children are encouraged to behave with care and consideration for others, themselves and their surroundings within a Christian ethos, to be 'good citizens' at school, out of school and throughout their lives.

We are very fortunate to have a Behaviour and Culture Lead at our school, who works alongside the Headteacher, SENCO and other staff to support children in adhering to this policy.

Our Vision and Values are key to our commitment to good behaviour.

We are committed to creating a calm, secure environment where very little discipline is needed. We aim to build an ethos of mutual respect in which all individuals adopt a caring, Christian attitude and where children work and play in a happy environment.

This is shown when:

- Consideration and tolerance are fostered.
- All feel cared for and learn to care for others.
- Good manners are encouraged and expected.
- Self confidence and a sense of security are nurtured.
- Learners feel able to risk failure.

Expectations of Staff:

- Meet and greet pupils at the door.
- Refer to the 'Chirton Treasures' in their daily conversations with children.
- Never walk past or ignore pupils who are failing to meet expectations.
- Follow up on all behaviour, including restorative conversations and communication

with parents.

- Take responsibility and work with leaders to ensure training needs are identified and met.
- Teach behaviour as part of the PSHRE curriculum.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Deal with poor behaviour in private.
- Recognise that behaviour is managed well where pupil's individual needs are understood and positive relationships are formed.

Expectations of Leaders:

- Meet and greet pupils at the beginning of the day.
- Have a visible presence around the school.
- Acknowledge pupils when passing by throughout the day.
- Celebrate staff, leaders and pupils whose effort goes over and above expectations.
- Ensure any staff training needs are identified and met.
- Communicate quickly and effectively with parents.
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice.

Expectations of the Governing Body:

- Review and approve the Behaviour Policy.
- Monitor the policy's effectiveness.
- Hold the Headteacher to account for its implementation.

Expectations of Parents:

- Support rules and guidelines.
- Ensure that children attend school regularly and on time.
- Ensure children come to school well prepared and with the correct equipment e.g. P.E. kit; coat; wellington boots.
- Tell the school if they have any concerns about their child.
- Work alongside the school to support their child.

Behaviour in School

In the classroom, in the playground and around the school we **'love our neighbour as ourselves, (Luke 10:27) and so, with God by our side, love, learn and flourish together'** and adhere to our Christian School Values:

- **H**ere in God's **L**ove
- **E**mbracing **E**quality
- **A**ll in **F**riendship
- **R**eady to **F**orgive
- **T**ogether in **T**rust.

These school values, all rooted in respect, are displayed in each classroom and are the focus of our behaviour policy. They are lived out through our 'Chirton Treasures' which are the expectations of all:

The 'Chirton Treasures'

(The way we do things around here)



School Value	Chirton Treasures (What does it look like?)
LOVE (Respect)	• We are kind to all living things, including each other. • We don't call out or interrupt others. • We say 'Hello' and 'Good Morning.' • We greet others with a smile. • When the bells ring, we 'stop, look and listen' (The Chirton Treasures position)
EQUALITY (Respect)	• When an adult or another pupil is speaking, we listen and are respectful. • We value everyone's opinions. • We treat everyone as we like to be treated. • We don't get out of our seats during learning unless necessary. • We celebrate difference.
FRIENDSHIP (Respect)	• We say 'Please' and 'Thank you.' • We don't push. • We hold doors open for others. • We listen to mindfulness music together respectfully. • We never leave anyone out.
FORGIVENESS (Respect)	• We understand people make mistakes. • We work together to improve our relationships.
TRUST (Respect)	• When the bell rings in class, we stop, look and listen. • We only use school resources (nothing from home is on our tables unless necessary) • We walk on the left hand side along pathways. • We don't loiter in the cloakroom. • We line up and enter the classroom quietly and orderly. • We tell the truth. • We don't leave the classroom without permission.

This policy aligns with the EQUA Mead Learning Essentials:

The 'Chirton Treasures'

(The way we do things around here)

Evolving the culture of our school through the **The EQUA Mead Essentials**

To give every child every chance to learn, every day we will:

Behaviour and Engagement
1. Correctly and consistently apply the behaviour and reward system 2. Use corridor/playground to classroom routines consistently (e.g., Meet, Greet, Stand, Seat) 3. Make classroom routines and habits of attention clear and explicit 4. Refer to and demonstrate the school values 5. Highlight and narrate positive behaviours 6. Correct unwanted behaviours when necessary 7. Ensure all communication in the classroom is respectful and age-appropriate
Explicit Instruction
1. Have a clear learning aim and success criteria to make the purpose of lessons explicit and challenging for all 2. Use retrieval practice to review prior learning 3. Make links to prior and future learning explicit 4. Use clear, succinct explanations and definitions 5. Explicitly define and teach key vocabulary and give learners regular opportunities to rehearse these words
Adaptive Teaching
1. Correctly and consistently apply strategies for learners with SEND, in-line with documented expectations 2. Plan <i>how</i> to teach the content, including planning for misconceptions and chunking of concepts 3. Give all learners regular opportunities to participate and think hard 4. Check for understanding often and make in-the-moment adaptations where errors or misconceptions occur 5. Plan flexible groupings 6. Use scaffolds to support learners to make progress towards independent application 7. Ensure classrooms and resources are accessible by design
Modelling
1. Use models of excellent practice and success criteria to stretch and challenge 2. Deconstruct models to develop learners' understanding of what success looks like 3. Narrate their thinking ('think aloud') while live modelling 4. Use <i>I do, We do, You do</i> to scaffold the process from modelling to independent application 5. Give learners chance to emulate models 6. Model expectations for talk in the classroom
Independent Application
1. Give learners regular chances to apply new knowledge and skills independently 2. Chunk tasks, so independent application is attempted in stages 3. Build opportunities to increase stamina (particularly with writing) into lesson sequences 4. Create opportunities for discussion so learners activate hard thinking and metacognition 5. Insist on high-quality work and presentation in books 6. Circulate, check understanding and prompt next steps when learners are working independently

Assessment and Feedback
1. Check for understanding throughout lessons 2. Use a range of questions to challenge and deepen understanding 3. Recognise common errors and respond by modelling corrections and upgrades in the moment 4. Make sure students know why wrong is wrong and what they need to do to get it right 5. Give specific, targeted feedback to individual learners, so they can make progress

Rewards and Sanctions

The School Values and Chirton Treasures form the basis of our School Reward System that works through several strands:

- Individual
- Class
- School

Individual

Children receive recognition and house points for good choices across the school day and in all environments, including the classroom, lunchroom, Inclusion Room, woods and worship. This is intended to encourage the children to take responsibility for their own behaviour and raise self-esteem. A 'Chirton Treasure' certificate is also awarded to one child from each class every Friday during Golden Worship, who has demonstrated superb behaviour linked to our Chirton Treasures. For exceptional examples of behaviour and consistently living out the 'Chirton Treasures,' children may visit the Headteacher to share their accomplishments and may even be invited to attend Afternoon Tea or receive a special recognition cup at the end of term.

Class

Each class has a 'Star in the Jar' display. In order to earn a class treat, the jar needs filling by the whole class working together. Whilst no timescale is given, the jar is usually filled once every term and the children are provided with the opportunity to choose an appropriate treat together.

School

We have three houses (Mountain Ash, Flowering Cherry, Hazel) and each child will be placed into one on entry to school. Individuals earn 'house points' which are recorded on a large class chart. Every week, the House Leads collect up the scores and add tokens to the running totals displayed in 'The Heart.' They then share the 'Results Board' during Golden Worship on a Friday. The houses are used in sporting activities and other whole school events, this includes supporting local/global charities. Through their Houses, the children are all part of the House Council, where they have opportunities to raise their ideas and provide a voice for things they feel passionate about supporting. They recognise that through earning House Points, they are also Helping Other people Everywhere (H.O.P.E) with any money raised across the year, being split between their chosen charities. The House Shield is presented to the winning team at the end of the school year.

Breaks, Forest School sessions, Wraparound Care and offsite visits

Pupils are expected to follow the same school rules offsite, out in the woods, in the playground and at Wraparound Care. The Chirton Treasures and School Values are referred to frequently throughout every trip/session. If any child is deemed to be acting irresponsibly and in danger of causing harm to themselves or others, they will, if feasible, be escorted back to school to work outside the Headteacher's office or another class. Parents will be informed if this occurs and, in linked discussion, appropriate sanctions will be put in place.

Serious behaviour outside the gates

- Behaviour outside of school, which includes travelling to and from school, is the responsibility of the parents, who will be able to call upon the PCSO if behaviours escalate.
- School to call PCSO/Police if poor behaviour persists outside of school gates.
- School to call PCSO/Police if a child runs away from school (including climbing over the gate)

Internal time-out/exclusion

Parents are informed and the reasons and arrangements for this are discussed. Whilst this is a school-based informal stage, it is put on our electronic system (CPOMS) This may be seen as the final stage before an external exclusion and used for less serious incidents. However, the school does not have to use this level of sanction, i.e. serious incidents can go straight to a fixed-term exclusion. During the time-out activities a child is made aware that this is a sanction. However, they will be supervised and an activity put in place.

Fixed term or permanent exclusions.

For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the Governing Board will meet no earlier than the sixth school day and no later than the 15th school day after receiving notice of the exclusion.

For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the Governing Board will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.

The minimum time limit will not apply to any exclusion which would result in a pupil losing an opportunity to take an examination. In such cases the Governing Board will try to meet before the date of the examination, and if this is not practical the chairman of the discipline committee will review the exclusion before that date.

If the Governing Board and CEO decide that a pupil should be reinstated they will give the appropriate direction to the Headteacher (who is under a duty to comply with it) and inform the parent, LA and Trust of their decision.

If they decide that a pupil should not be reinstated, they will inform the parent, the Headteacher, the Trust and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid it have been put in place.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's poor behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Safeguarding Policy for further details.

Inclusion

All children are unique and for Chirton as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices. All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with EQUA Leaders, the SENCO and in some cases, the Headteacher. It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents. We continue to find new ways to support different children in different situations. In line with this, we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND) Please refer to our SEND Policy for further details.

For some of our children, the standard policy approach is not effective. Therefore, we follow 'The Incredible 5 Point Scale' system, developed by Buron & Curtis, 2004. This is a much more visual approach, which makes access simpler and can be displayed on the children's tables who require them. It supports these children to recognise, explore and regulate emotions and behaviours. When reflecting with children through restorative approaches, we use the 5-Point Scale to help them understand where their behaviour choices were, and through discussion, begin to recognise the point at which they could have turned it around (see appendix)

Online Safety

All pupils will be shown the rules and expectations for using the internet responsibly. A copy of the expectations will be signed and displayed in each classroom at the beginning of each academic year. Staff will model good behaviour when using the internet and electronic devices. Any misconduct will be dealt with in accordance with the agreed behaviour response system and Online Safety Policy.

Bullying

Bullying is defined by the Anti-Bullying Alliance as the 'repetitive, intentional hurting of one person or group, by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' www.anti-bullyingalliance.org.uk We create a supportive climate which values self-esteem and self-confidence. Bullying includes prejudice-based and discriminatory behaviours. We make it clear that bullying will not be tolerated. We actively engage in the annual National Anti-Bullying week and teach children how to constructively manage their relationships with each other and integrate some very effective anti-bullying strategies into our provision across the school. For example, co-operative group work, circle time, playground friends and through restorative

approaches. In line with our vision, our eldest children run a 'Neighbourhood Watch' programme across the week, where they actively seek out examples of kindness; children they recognise are then awarded a special certificate by their older peers on a Friday.

Positive Handling Intervention

Positive handling or restraint interventions are appropriate when a child:

- Is hurting themselves or others (or is likely to)
- Is damaging property
- Is overwhelmed by their emotions and out of control, and all attempts to de-escalate and engage them have been unsuccessful.

Identified staff are trained in de-escalation and positive handling holds, which equip them with the safest and gentlest means of holding a child that is entirely designed to enable the child to feel safe and soothed, and to bring them down from uncontrollable states of hyper-arousal.

Such necessary interventions are fully in line with guidelines set out in the Government document, 'New Guidance on the Use of Reasonable Force in School,' (DfE 1998) and 'Use of Reasonable Force' (2013)

Arrangements for monitoring and evaluation

The Governing Board will evaluate the impact of this policy by receiving data from the Headteacher analysed by year group, gender and ethnicity on:

- fixed-term and permanent exclusions – number of and analysis of behaviour;
- number of internal exclusions and analysis of behaviour;
- instances of bullying and action taken;
- support provided for the victims.

The governor monitoring this policy will visit the school at different times of the day and report to the Governing Board.

If serious incidents of poor behaviour are carried out, children are sent to the Headteacher and parents are informed; this is then recorded on our in-house electronic system (CPOMS). Repeated, serious or extreme incidents may involve an Individual Behaviour Plan being drawn up, involving all parties; this will then be reviewed at regular intervals (see appendix)

Less serious incidents/poor behaviour are defined as:

- Repeated low level class disruption e.g. calling out, talking, not engaging.
- Isolated incidents of rudeness/unkindness.

Consequences of such behaviour:

- Removal from the class or playground;
- Conversation Card;
- Short loss of free time;
- Short internal exclusion;

Serious incidents/poor behaviour are defined as:

- Repeated breaches of the 'Chirton Treasures' that lead to unreasonable, high level disruption of pupils' right to learn.
- Any continued form of bullying, harassment or discrimination (see Anti-bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil.
- Use of objects/weapons to hurt others.
- Vandalism leading to significant damage of school property and resources.
- Consistent refusal to complete learning.
- Consistent refusal to follow instructions.
- Intimidating and hurting others.

Consequences of such behaviour:

- Lengthened loss of free time;
- Lengthened internal exclusion;
- Behaviour Support Plan implemented (see below)
- External fixed-term exclusion;
- Alternative provision or timetable;
- Permanent exclusion.

Behaviour Support Plan (BSP)

BSP's are written by the class teacher in liaison with the Headteacher, pupil (where appropriate) and parent. All plans are reviewed termly, with regular weekly feedback provided by the class teacher to the parent. The purpose of a BSP is to ensure that:

- The frequency and severity of challenging behaviour reduces.
- Everyone working with a child on a BSP consistently uses the same, agreed approaches.
- Parents are made aware of the strategies that are being used at school.
- Provides clear documentation.

Appendix:



BEHAVIOUR SUPPORT PLAN

This is a behaviour plan to ensure our school community is safe for all and for pupils who persistently fail to follow school rules and behaviour expectations.

If the behaviour plan is broken it may result in:

- Loss of all free time at school
- Internal exclusion
- External exclusion
- Alternative provision

If there is a serious breach to the behaviour policy, the sanction can be escalated.

- Behaviour outside of school which includes travelling to and from school is the responsibility of the parents, who will be able to call upon the PSO if behaviours escalate

Student name:	Class:
Current attendance:	
Date of review meeting:	
Reasons for Behaviour Plan Behaviours causing concern:	
•	
I agree to:	
•	
I am clear about the behaviour expectations and consequences set out above. I understand that all staff will be made aware of this contract and will monitor my behaviour.	
Student Signed:	Staff Member Signed:
Parent Signed:	
Support put in place:	

Risk assessment weekly review			
Date	RAG rating	Completed by	Progress towards outcomes and any concerns
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			

RAG	Descriptors
Red	 breaks the behaviour plan and receives a number of sanctions.
Amber	 breaks the behaviour plan, receives a sanction and is able to modify her behaviour.
Green	 behaviour is polite, calm and positive. The behaviour plan isn't broken.

‘Love your neighbour as yourself’ (Luke 10:27)

Behaviour Choices	Scale	Consequences	
You have made a poor choice and are not responding to adults who are trying to help you You are not being ready, respectful or safe	5		- You have disrupted learning or spoiled play, other people may be hurt or upset. You, or other people, may not be safe - You will spend time away from your friends and classmates. - You will need to think and help put right what has happened. - You may miss playtime, or spend some time away from your friends and other children
You have made a poor choice but you are letting an adult help you. You are not being ready, respectful or safe	4		- You have disrupted learning or spoiled play, other people may be hurt or upset. - You, or other people may not be safe - You will need to think and help put right what has happened. - You may miss playtime, or spend some time away from your friends and other children
You are beginning to make poor choices - think about how to turn it around	3		- You are not showing you are ready, respectful or safe - You are not learning - People might not want to be with you
			You are learning and have friends
You are making good choices when it is difficult	2		- You are learning - People want to spend time with you and be your friend - You feel proud and others are proud of you - You will be recognised; praise, stickers, or your personal rewards
You are being ready, respectful and safe. You are making good choices	1		- You are learning - People want to spend time with you and be your friend - You feel proud and others are proud of you - You will be recognised; praise, stickers, or your personal rewards