

BEHAVIOUR POLICY

September 2019 update

Good relationships need to be at the heart of everything a school does if effective teaching and learning are to take place. Our challenge is to address conflicts and harmful situations in a way that, at the very least, does not harm relationships, and at best builds and repairs them.

At Cheadle Heath Primary School, we are committed to ensuring equality of education and opportunity for all irrespective of race, gender, sexual orientation, ability, religion, socio-economic factors and disability. The achievement of all pupils is monitored and we use this data to raise standards and ensure inclusive teaching and learning.

We aim to provide our pupils with a firm foundation which will enable them to fulfil their potential. We seek to eliminate unlawful discrimination. At Cheadle Heath we believe that diversity and inclusion are strengths, which should be respected and celebrated by all those who learn, teach and visit here.

- *“Pupils behave well and their positive attitudes to learning contribute to their success. They feel safe and secure in school and trust the adults to look after them. Pupils respond positively to the nurturing environment that leaders have created.”*
 - *“The behaviour of pupils is good.”*
 - *“Movement around the school and at breaks and lunchtimes is very orderly. Many pupils display good manners in greeting visitors and making them feel welcome.”*
 - *“Behaviour in lessons is generally good because the great majority of pupils have good attitudes to learning and enjoy their work.”*
- Ofsted – July 2016**

Philosophy and Aims

Our aim is to give all pupils the skills for living and learning and to involve them in a well-structured, relevant curriculum appropriate to their needs and ability.

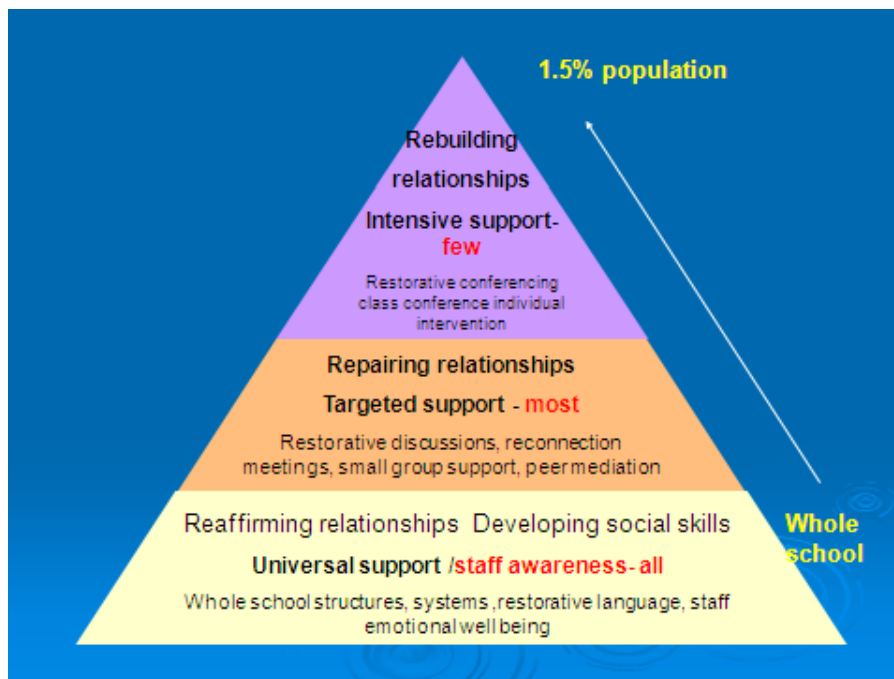
Our behaviour policy is rooted in the belief that all members of the school, regardless of age, race, colour, religion or disability:

- Are of equal value as human beings.
- Have a valuable contribution to make to the life of the school.
- Are responsible for their own actions.

We aim to develop an atmosphere of mutual trust and understanding in which meaningful and worthwhile learning can take place. Good behaviour makes effective teaching and learning possible. Poor behaviour disrupts these processes.

We are proud of the high standards of behaviour throughout school and value our partnerships with parents/carers in underpinning the principles in this policy.

The positive approach of praise, encouragement and the raising of self-esteem will form the cornerstone of our restorative approach to managing behaviour and resolving conflict. However, when appropriate, sanctions will be given.



Rules

School rules are kept to an essential minimum and have been developed to be meaningful to children. They are designed to develop courtesy, good manners and mutual respect and none are too difficult. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

1. Always treat others as you would wish to be treated.
2. **Do** be gentle **Do not** hurt anybody
3. **Do** be kind and helpful **Do not** hurt people's feelings
4. **Do** work hard **Do not** waste your or other people's time
5. **Do** look after property **Do not** waste or damage things
6. **Do** listen to people **Do not** interrupt
7. **Do** be honest **Do not** cover up the truth

Each class will work together to create their own class agreements which supports the school rules and Cheadle Heath Primary's motto 'Caring, Happy Pupils Succeed'.

Rewards

In our school we believe all pupils should be encouraged to do their best and their success will be recognised.

We reward good work and behaviour with:

- Praise – verbal and written including written notes
- Class Dojos given by staff including Teaching Assistants
- Notes to parents via dojo messages
- Enrichment time
- Raffle tickets given by midday assistants for the Golden Table

Sanctions

When behaviour problems occur, we always try to listen and endeavour to establish the facts but this is not always easy. **Only when we are certain of the facts can we then judge and then we must apply rules firmly and fairly.** A restorative approach to resolving conflict will be used.

Restorative Questions

To respond in a conflict situation the following questions will form the basis of the investigation:

Original Script	EYFS Modification
What happened?	What happened? <i>or use the second prompt</i>
What were you thinking when it happened? What were you feeling when it happened?	I felt sad when I saw
How are you now?	
Who else has been affected?	How are you feeling?
What do you need to feel better?	What could you have done instead?
What needs to happen to put things right?	What could you do to make it better?

Staff will wear these on their lanyard and always avoid asking “Why?”

The following sanctions will apply:

1. Gentle verbal reminder
2. First warning (name on board)
3. Second warning (mark indicated next to child’s name)
4. Red dojo given

After a red dojo has been given at number 4, staff go back to number 1 before moving onto the following:

5. Restore and Repair (R & R)
6. Period of withdrawal to another teacher or phase leader
7. Phone call to parents

The following sanctions may apply:

1. Change of seat
2. Letter to parents
3. Loss of privileges (membership of a school team, part in a school activity or class monitor)

Serious misbehaviour might require the following sanctions:

- Loss of privileges
- Parental involvement
- Target sheet / Behaviour Diary/ individual monitoring report
- Internal Exclusion
- Exclusion from school

The Headteacher, Deputy Headteacher or Phase Leader must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher or Deputy Headteacher can exclude a pupil.

Regular offenders see Appendix 9

Internal exclusion

Repeated poor behaviour may result in a child being excluded from class for a day or more. Before this happens the child's parents/carers will have been informed. Provision will be made for the child to work on his/her own in another part of the school, supervised by a member of staff. **Arrangements will be made for the child to have breaks and lunchtime on their own in order to reinforce the seriousness of this sanction.**

Risk assessments for challenging behaviours

The school will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risk, protect pupils and staff, and to exercise the school's duty of care. This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils and staff. If further action or strategies are identified in the risk assessment process, the school will take action to implement these in order to safeguard pupils and other members of the school community. The Local Authority has issued guidance to Headteachers to assist in this process.

Exclusions from school

A decision to exclude a pupil from school will be taken:

- In response to serious breaches of the school's behaviour policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school

Unacceptable behaviour, which might result in exclusion includes:

- Fighting
- Verbal abuse
- Physical violence
- Bullying
- Racism
- Vandalism
- Theft
- Drug related incidents

Cheadle Heath Primary School takes a very serious view of incidents of this type and in extreme case the Headteacher has the authority to exclude for a fix period of time or permanently. For drug related incidents the school will refer to 'The Making It Back Team' and will follow LA procedures.

Schools have a responsibility to work together to provide full time education for pupils who receive an exclusion of 6 days or longer. This education provision must be off the excluding school's site and at another appropriate place. The excluded pupil will be expected to attend an alternative school which meets his/her needs until the exclusion is ended.

Parental Responsibility

The law states that all parents **must** ensure that their child is properly supervised during the first 5 days of any fixed period exclusion and allows for a parent to be given a Fixed Penalty Notice and fine if their child is found in a public place during school hours without reasonable justification. The Local Authority has prepared a leaflet for all parents which will be issued to parents in the event of an exclusion.

Pastoral Support Plan

If a pupil has persistent behavioural problems that indicate they are in serious risk of exclusion it may be appropriate to implement a Pastoral Support Plan (PSP). The plan will identify causes of concern and what can be reasonably required of the pupil. The involvement of parents is essential if a successful outcome is to be achieved. The PSP will set targets, which are SMART (Specific, Measurable, Achievable, Realistic, Time limited).

Copies of our Behaviour Policy are available from the school office and on the school website.

APPENDICES


1. Restorative Questions: Understand – Teach – Repair
2. Criteria for **red dojos / instant red dojo / instant sanction**
3. Behaviour non negotiables
4. Lunchtime restore and repair (R & R)
5. Behaviour thought bubble
6. Internal exclusion guidelines
7. Nursery Guidance
8. Cheadle Heath Gems
9. Regular Offenders

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RESTORATIVE APPROACHES SCRIPT

Understand – Teach - Repair

Original Script	EYFS Modification
What happened?	What happened? <i>or use the second prompt</i>
What were you thinking when it happened? What were you feeling when it happened?	I felt sad when I saw
How are you now?	
Who else has been affected?	How are you feeling?
What do you need to feel better?	What could you have done instead?
What needs to happen to put things right?	What could you do to make it better?

<h2 style="margin: 0;">Giving an apology</h2> 	
Harmer	Harmed
<ul style="list-style-type: none"> I'm sorry for <p><i>optional:</i></p> <ul style="list-style-type: none"> I was because 	<ul style="list-style-type: none"> Thankyou for being sorry. I didn't like it when you

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CRITERIA FOR RED DOJOS

Children should have three clear warnings that they are 'at risk' of a red dojo.

- Disrupting the learning of others
- Constant talking / inattention
- Lack of cooperation
- Not speaking politely
- Disrupting assemblies (talking / moving around / distracting others)

CRITERIA FOR INSTANT RED DOJOS

- Throwing equipment in class
- Disputing a staff members decision
- Hiding the truth
- Aggression

CRITERIA FOR INSTANT SANCTION

- Leaving the classroom without permission
- Damaging property
- Extreme incidents of classroom disruption
- Running around school
- Leaving the school grounds without permission
- Extreme rudeness
- Swearing
- Fighting
- Poor behaviour in cloakrooms/toilets
- Discriminatory language or behaviour
- Theft

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BEHAVIOUR NON NEGOTIABLES

REWARD

- Dojos to be used by all teachers regularly to promote parental engagement.
- Enrichment time to take place on an identified afternoon each week & activities to be negotiated with children (it should not be seen as extra play time each week).

SANCTION

- All children to have a 'fresh start' at the start of each day
- Children should **always** know why they have their name on the board
- Children can be sent to a neighbouring class on receipt of a final warning
- Restore and Repair – see Appendix 4

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LUNCHTIME RESTORE & REPAIR (R&R)

- Restore and Repair sessions (R & R) takes place each day at 12.30pm - 12.45pm in the Zoom Room.
- Whilst some serious behaviours warrant an immediate sanction, most will follow steps 1 – 5 as identified in the **sections section** on page 3 of the policy.
- Instant red dojos (Appendix 2) result in immediate R & R
- Only teaching staff can place children in a restore and repair session.
- When a child is placed in R & R, a red form should be completed detailing the reasons before being handed to the class teacher.
- If a child has already been placed in R & R on a particular day they should still complete a red form and send it to the designated room so that the reason for the R & R session can be added to the day's comments. In this way a child is not storing up sessions to complete later in the week, but patterns of misbehaviour can be recorded for analysis.
- During the R & R session a child should fill in a restorative thought bubble.
- Staff supervise R & R sessions on a rota basis.
- Children should not sit with their peers and there should be no talking.
- **If a child refuses to come to an R & R session he/she will be given one more chance the next day and if he/she still refuses there will be a one day internal exclusion.**
- The duty staff member should:-
 - 1) Check off the red slips initialling and ticking each one to confirm a child's attendance or otherwise.
 - 2) Note the date and tick the misdemeanour (codes overleaf) against each child's name on the class lists within the R & R file.
 - 3) At the end of the session the thought bubble sheet should be discussed with the child before being filed in the R & R file.
 - 4) The class teacher records the incident on CPOMS and contacts the child's parents personally or by phone after school to discuss the reasons for the R & R.

Each of the R & R codes is linked to the Cheadle Heath Primary School Rules:

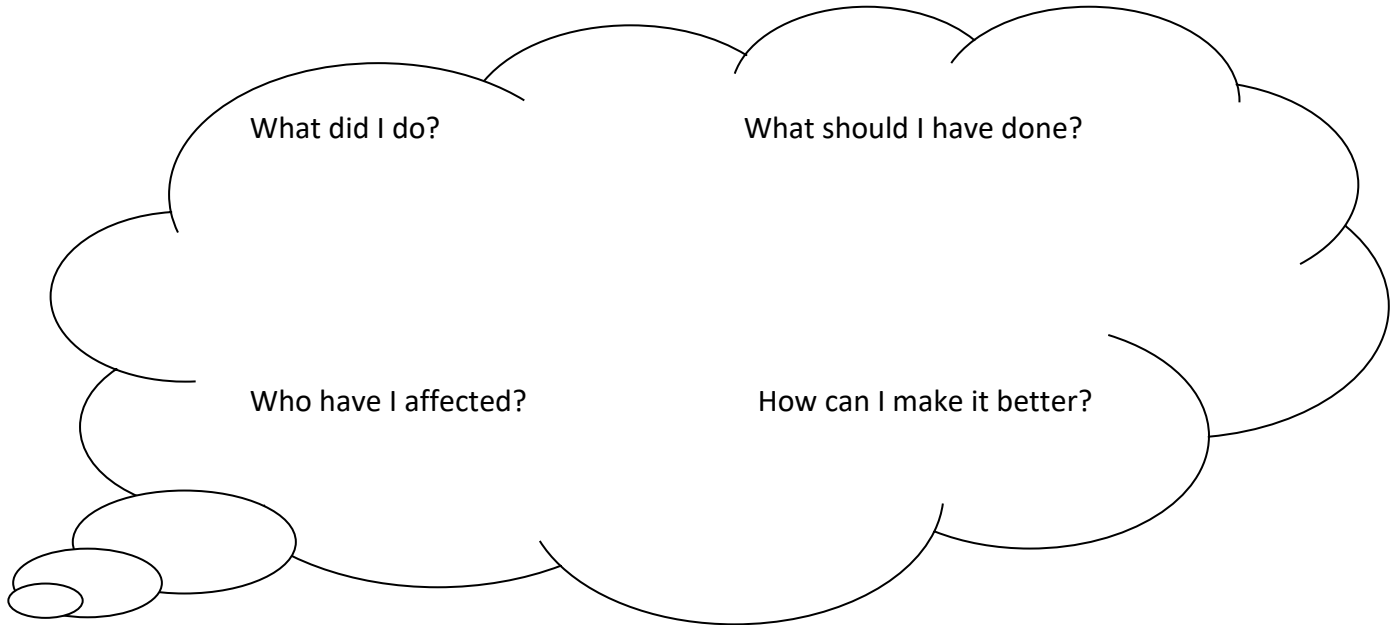
Cheadle Heath School Rules		R & R Codes		
1	Always treat others, as you would wish to be treated.	Rudeness to any adult	R	
2	Do be gentle	Do not hurt anybody	Hurting others	H
3	Do be kind and helpful	Do not hurt people's feelings	Name calling	N
4	Do work hard	Do not waste your or other people's time	Disrupting the learning of others	D
5	Do look after property	Do not waste or damage things	Damaging Property	P
6	Do listen to people	Do not interrupt	Not following instructions	I
7	Do be honest	Do not cover up the truth	Hiding the truth	T

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Behaviour Thought Bubble

Name.....

Date



What did I do?

What should I have done?

Who have I affected?

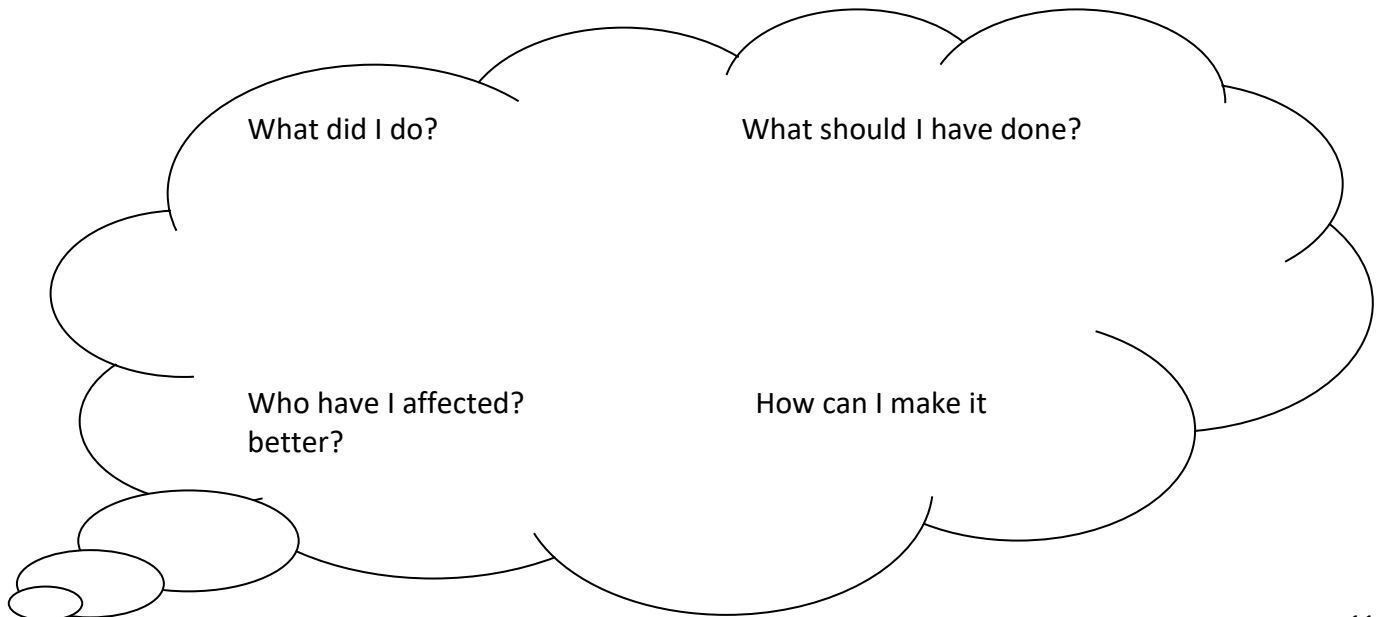
How can I make it better?

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Behaviour Thought Bubble

Name.....

Date



What did I do?

What should I have done?

Who have I affected?
better?

How can I make it

INTERNAL EXCLUSION GUIDELINES

- R&R sessions will be monitored each half term by the HT and DHT.
- Staff on R&R duty to HT / DHT when 'trigger' no. of detentions reached.
- X3 detentions within a ½ term = Phase Leader to meet with child individually and an invite to parents will be sent out to meet with the Phase Leader and relevant staff, sharing our concerns over the number of R&R sessions within such a short time period and to plan strategies to put in place to improve the child's behaviour .
- X6 detentions = 1 day internal exclusion. If there has been an increased number of R&R sessions / area of concern, then the class teacher should alert their Phase Leader / SENCO for advice on contacting the parents of the child before an internal exclusion happens.
- X9 detentions = internal exclusion (2) or an external exclusion. A meeting in school with the parents/child should be held, (class teacher/HT), BSS involvement should also be considered if not already working with the child.
- External exclusion will still apply to 'severe' incidences of behaviour – see Behaviour Policy

Internal Exclusions:

- On the day of an internal exclusion, the class teacher will prepare a no. of activities that the child can carry out independently with very little input except initially from the TA supervising the session.
- The teacher will write a short note indicating the tasks they are being asked to complete. Eg Dear, Good morning. Here is a list of today's tasks for you to complete:- ...
- During a day in isolation, the child will have no contact with his peers.
- The break out room behind the ICT suite or meeting room will be used for the internal exclusion.
- In the morning the child will be asked to enter school via the office and then taken over to the HT's office.
- The child will meet with the HT who will reiterate the reasons why he/she is in isolation for the day and the ground rules/targets for returning to the classroom.
For example: Work needs to be completed over the day to a standard expected of that child in terms of performance and presentation. If the child needs help they can ask for it politely but the TA is not there to do it for them. Toilet breaks will be accompanied, brain breaks and lunch slots will occur but they will not be at the same time as the rest of the school. If a child has a school dinner they will go at 12.00 to collect their lunch on a tray and eat it in the room. Children who have sandwiches should have their lunch box with them.
- A rota for teaching assistants to supervise the sessions will be drawn up and class teachers/TAs will be informed where possible the night before the day of the internal exclusion.
- At the end of the day the HT will meet with the child to share the work completed and discuss their return to the classroom the next day. A target will be discussed and set and this will be monitored for the following 2 weeks. A proforma will be completed and signed each day by the class teacher to record whether the target has been met or not. At the end of this period, or before if necessary, the HT will meet again with the child to discuss progress/improvement in behaviour.

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NURSERY

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CHEADLE HEATH GEM BADGES

The overwhelming majority of our children at Cheadle Heath follow our school rules and behave appropriately at break times and also have good behaviours in class.

The Cheadle Heath Gem Badge positively reinforces these behaviours, recognises those children who **always** do the right thing and helps to maintain a culture where following the rules is the norm.

- All children in Reception – Year 6 work towards achieving a half termly Gem Badge.
- Children who only have green dojos each half term achieve a Gem Badge which is awarded in the last achievement assembly of each term.
- Gem badges are earned on a half termly basis and a different colour represents each half term. Therefore a child can collect up to six Gem Badges each year.
- Children who do not receive a Gem Badge are able to earn one the following half term by showing excellent behaviour.

We hope that all the children at Cheadle Heath will strive to achieve a Gem Badge and that they will value their badge once it has been achieved.

By doing this together we can ensure that Cheadle Heath remains a safe and happy place to learn.

Cheadle Heath Primary School

REGULAR OFFENDERS

STAGE 1

- Discussion with Team Leader / Head / SENCO : consider the need for referral to multi agencies BSS / SA+
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a Behaviour Monitoring Form
- Parents informed by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Consider IBP

STAGE 2

On report

- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- On report to last a minimum of two weeks/a maximum of 16 weeks, and reviewed weekly or fortnightly
*If targets are achieved remove from report, if not achieved move to **Behaviour Contract (stage 3)***

STAGE 3

Behaviour Contract – final stage before exclusion

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- No access to extra-curricular or enrichment activity, possible no access to outdoor playtimes.
- Reviewed weekly
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed.
- Complete EHC if required

STAGE 4

Internal Exclusion (3 days or more)

- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- Child has no contact with own class or classmates, lunch separate
- No access to playground, extra-curricular or enrichment activity.

If behaviour improves return to class on a Behaviour Contract or report