

BEHAVIOUR POLICY SUMMARY FOR PARENTS

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.

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

There is a clear, escalating **SANCTIONS PROCEDURE** in place in school. This is written in full in the full policy. 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. (See full policy for details).

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 stage 4, staff go back to number 1 before stepping onto the following stages:

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

Internal exclusion

Repeated poor behaviour within an identified time frame will 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.**

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

Copies of the full behaviour policy are available on request from the school office.