
Behaviour Policy

Chase View Primary School

Adopted May 2018
Review Sep 2020

Chase View Primary School
Behaviour Policy

Aims

- To promote positive behaviour and discipline through emphasising praise and rewards which recognise good behaviour and achievement.
- To respect ourselves and each other.
- To foster self-esteem and learn to take responsibility for our own actions.
- To build good relationships based on honesty, trust, tolerance and fairness in an environment where we care and encourage each other.
- To achieve the highest standards of work and behaviour that we can.

Chase View Primary School

PROUD (Code of Behaviour)

Our aim is to create a safe and happy environment where everyone, regardless of gender or ethnic origin, feels valued. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Chase View Primary School Children are **PROUD** and this underlines our expectations and values:

Promise to be honest and always tell the truth.

Respect each other and adults in our school.

Open minded and eager to learn.

Understand each other, listen carefully and talk quietly.

Do your best at all times.

All children are constantly reminded of our PROUD code of behaviour:

- The PROUD Code of behaviour is discussed in PSHE and Circle Time throughout the year.

- Adults talk about PROUD work and PROUD behaviour - asking why it can be described that way.
- The PROUD Code of behaviour is displayed in each classroom.
- Assemblies and lessons reinforce the school policy.

We praise and reward children who show that they are upholding the PROUD code of behaviour by:

- Giving verbal praise.
- Awarding stickers for good work.
- Asking the child to show another adult their work.
- Giving written praise in books.

Exceptional effort or achievement is rewarded by:

Regularly nominating 2 children from each class in to receive a Dojo Award' in the 'Proud' whole school assembly each week.

Sanctions:

Verbal warnings

Children are expected to respond to a teacher's classroom management skills, and in any lesson teachers use verbal warnings. When it is entirely clear that warnings are failing to resolve the situation the child is sent out to the relevant upper/lower school coordinator, with work. The child is then expected to complete the work.

Problems at Lunchtime

Lunchtime supervisors send children who are a cause for concern to the Headteacher or Deputy Headteacher.

Helping Resolve Problems

Our PROUD code of behaviour clearly outlines what we expect from Chase View Primary School children. The vast majority uphold this code, but occasionally things can go wrong. We emphasise the importance of sharing concerns, however small, before they become unbearable problems. Children are told that they must talk to an adult who will help them resolve the situation.

PSHE and Circle Time give children opportunities to talk about issues that concern them. For those who would prefer a more private conversation, teachers will make time to see children at breaks.

Whilst never tolerating poor behaviour, we do not wish to alienate those who have not yet learned the benefits of good behaviour, and will endeavour to support them in a variety of ways. For example, this support can be given through careful explanations, modelling good behaviour, giving opportunities to listen and respond to problems, positive report systems and pastoral support programmes.

We will always try to remain positive and professional in our dealings with poor behaviour. We will criticise the behaviour not the person. Below are our strategies for encouraging good behaviour at specific transition times and events such as: breaktimes/lunchtimes/walking around school corridors and assemblies.

POSITIVE BEHAVIOUR MANAGEMENT IN SCHOOL

It is the overall responsibility of class teachers to teach these expectations to their class and review them on a regular basis. Every staff member is responsible for promoting excellent behaviour in school so if you see poor behaviour from any child please address it.

General walking around school

We must **aim** for silent, walking around school.

KS2 Breaktimes and Lunchtimes

- At the end of breaktime / lunchtime the member of staff on duty commences calling the children into school - KS2. KS1 procedure starts with the ringing of the handbell.
- There should be a noticeable drop in the noise from the children, but it won't be silent!
- Children should walk into school quietly (with noticeably quieter voices "indoor voices")
- It is very important that all staff in KS2 (including all available Teaching Assistants), are out in the cloakroom and corridor area on time to supervise children re-entering the school after break and lunch. **'Meet,**

Greet and settle the children down at these transition times. (Sort it out at the door or corridor before they enter their classrooms silently).

Please ensure that children walk back into school in a calm, quiet manner.

Assemblies

Children must come in and out of assemblies as quietly as possible. A specific 'assembly Lining-up' list *may* help with this with known troublesome characters separated in the line. **All staff need to take responsibility for this.** So if you see a child talking, please encourage them immediately to be calmer and respectful. It would be more effective if staff positioned potential troublesome children near themselves so please move your chair to a strategic spot. It would also be more effective that when children are sat down that known troublesome characters are separated - '**prevention is better than the cure**'

Chase View's Positive Behaviour Management Strategies

- Use specific praise at every opportunity
- Use 'RIP N' PIP'-Reprimand in Private-Praise in Public
- 'Meet and Greet' (at transition times, sort it out at the door)
- Have positive body language and eye contact and use a child's name
- Use independent thinking strategies: TTYP - talk to your partner
- Don't be afraid of 'Premature Evaluation'- Mini plenaries throughout the lesson.
- Make sure your overseeing all behaviour all the time.
- Use 'Positive Reinforcement'. What you pay attention to is what we get more of.
- 'Diffuse and Divert'. Eg: Acknowledge and Move On

- Choices and Consequences strategy

Classroom Behaviour

Teacher and children need to discuss rules relating to :

- politeness and general co-operation - when to talk and when not to etc. - learning to listen to others
- organisational aspects - putting things away etc.,
- respect for property - own and school's
- manners - "please" and "thank you", holding open the door etc. -

Out of school behaviour

- Sports and Games - clear rules relating to safety - especially at the swimming pool. Children also need to be aware of how to behave in a different school.
- Visits - reinforce what is expected of the children at the appropriate time. This would include - politeness, talking rather than shouting, walking rather than running, showing respect for other people's property and environments.

-

Dining Room Behaviour (staff and supervisory assistants)

Good behaviour begins before pupils enter the dining room. When they leave the classroom they should go to the toilet and wash their hands.

- When called to line-up for lunch the pupils must go immediately.
- Lining up should be orderly to calm the pupils before they enter the dining room.
- Pupils should be sent to collect trays and cutlery and to select their meals. A healthy diet is most important and help in selection may be necessary for the very young.
- Manners must be used - "please" and "thank you" - never pointing to items.
- If pupils are unsure about the use of knives and forks they should be tactfully shown.
- Pupils may talk to the children immediately next to them but should not talk with mouths full or in loud voices. Meal-time should ideally be a calm and social occasion.
- Those children who do not eat their hot meals or their packed lunch should be encouraged but not forced to eat. Class teachers or

headteacher should be informed if there is any concern about pupils not eating.

- Any litter for which they are responsible should be picked up by the pupils.
- Trays and cutlery are to be put away by the pupils.

Pupils will be regularly reminded about dining room behaviour during the course of the term.

Expected Behaviour for the Dining Room

- We go as soon as we are called instead of when we decide to finish our game.
- We will go in an orderly manner to the dining room and wait patiently and with quitted "indoor voices"
- We will be polite to each other and to adults, using good manners when choosing meals or asking for help.
- We will chat quietly to a neighbour next to us.
- We will eat with good manners
- use a knife and fork
- do not talk with our mouth full - wait until it is empty
- sit properly and eat over the table
- We will clear up after we have finished
- leave nothing on the table
- pick up any large items dropped on the floor
- scrape trays carefully and put cutlery in bowls
- We will walk out sensibly

Playground Rules

Rules need to be positive :-

- Keep your hands and feet to yourself
- Keep your feet on the ground
- Say kind things to other people
- Stop and think before acting "would you like that done or said to you?"

Rewards and Sanctions

It is desirable to have a clear system of rewards and sanctions in school. It is hoped that the emphasis will always be strongly on rewards rather than sanctions.

Rewards

Thursday assembly is devoted to achievements of the week - with the ALWAYS Award presented to ONE child from each class. On the following Friday the children get the following:

- 1). Choose their favourite teacher
- 2). Have a drink of juice
- 3). Have a piece of cake
- 4) Chat with their favourite teacher in the staffroom.

The DOJO award is a lucky dip box - where each child has the chance to be selected and choose a prize.

Parents of the selected children are invited into school to look at children's class books - Golden Tray Tuesday.

Certificates and sometimes medals are presented to children for various special achievements, such as representing school in a team, choir etc. These would normally be presented in the Thursday assembly.

Attendance for KS1 and 2 is also celebrated at this time with the highest performing class allowed to arrive in school (on a Monday) in non-uniform.

School Prize - Year 6 (boy or girl)

- awarded for - all round consistent endeavour in all aspects of school life - not just for the greatest academic or sporting achievement - but rather for attitude towards adults and peers, willingness to help etc., without thought of reward. This will be in the form of a Trophy prize presented at the final assembly of the school year.

- Supervisory Assistants and any other member of staff should use positive reinforcement i.e. : tell children when they are doing the right things
- pass on any praise to the teacher who blows the whistle at the end of the dinnertime

Sanctions

If necessary when behaviour breaks the established rules, creates danger etc.- an understood form of sanctions are needed -

In choosing sanctions we will always try to be fair. It is important that children see that all sides are listened to in any dispute. Below is listed a structure of sanctions to be used in school. It is important that staff use their knowledge of the children concerned to inform their judgements and decisions.

We recognise that children have different needs and require support to learn to behave in an appropriate way. If a child breaks a rule then a warning should be given, part of which reminds the child that in breaking a rule they are choosing to accept the consequences.

Warnings should be given in an assertive manner. Language should be used such as: "You have not followed the rule which says, you have therefore chosen to accept the consequences of your actions. This is a warning"

Before any "official" warnings are given, teachers are expected to use a range of age appropriate strategies such as moving a child, talking and persuading.

Dinnertime Sanctions

Supervisory Assistants and Senior Supervisor need to be aware of staff on duty (usually H/T or D/H)

Sanctions should be on an escalating scale.

Key Stage 1 :

- verbal warning
- if abusing equipment or spoiling games, temporary (fix a time limit) ban on use of equipment
- stand on the "cooling down line" for a clearly stipulated length of time (short times only especially for very young children)
- serious problem - throwing stones, persistent fighting etc., child is sent in, or the member of staff on duty is sent for.

Key Stage 2 :

- verbal warning
- if abusing equipment or spoiling games, temporary ban on use of equipment
- if playing on field - the child is sent to play on playground only
- stand on line - for a clearly stipulated length of time
- fighting, bad language etc., send for teacher on duty or send children in.
- if sent to Headteacher - HT to record on SIMS (if deemed bad enough to do so)

Repeated incidents -

HT may choose to impose break time or lunchtime detentions. At the discretion of HT a period of time will be chosen whereby the child will be encouraged to reflect upon their actions by being withdrawn from playing with their peers. Repeating poor behaviour may attract increasing withdrawal time or, indeed, signal the use of 'Nurture time in the Rainbow Room.

Any very serious behaviour incidents (extreme violence, obscene language, biting, racism, defiance by a child of an adult etc.) may result in a child being excluded from school.

Exclusions will be proportionate to the incident and will not necessarily increase in duration if it happens to be a repeat offence. Indeed, we would seek to intervene with appropriate Nurture after the first exclusion so we can re-educate and rehabilitate good behaviours.

Further incidents may result in permanent exclusion.

Any exclusions are to be fully documented and to follow the LA guidelines. Full consultation with Chair of Gobs, parents etc. Headteacher to keep record of interviews with parents etc. Parents will informed of their right to appeal against any exclusions.

Rainbow Room

This area is predominately used by children who find lunchtime noise, hustle and bustle problematic.

It is also used for children who have breached school rules seriously and require "Nurture Interventions" and Restorative practices.

