



# **Behaviour for Learning Policy –**

## **Good Behaviour Principles**

**Reviewed September 2021**

## **Rationale**

At Chadsmoor Federation, our good behaviour principles help us to create a stimulating, caring and secure environment in which pupils and staff can learn, work and play safely. These principles are designed to promote and create a framework for achieving good behaviour rather than merely to deter anti-social behaviour. These principles demonstrate how important it is that children feel both happy and safe in school in order to develop as a whole child.

## **Aims**

Through our behaviour policy we aim to:

- Ensure a consistent approach throughout the school.
- Ensure that individual children's needs are taken into account.
- Work in partnership with parents over any behaviour issues from the earliest appropriate time.

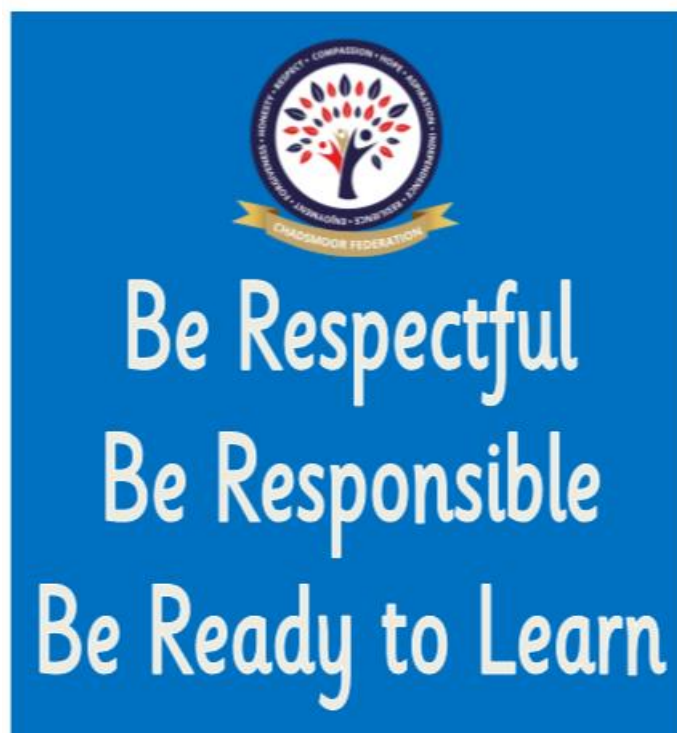
## **School Motto**

**‘Enjoying Achieving Together’**

## **Federation Vision**

At Chadsmoor Federation we are committed to ensuring all children reach their full potential. As a team we strive to provide a high quality, creative, inclusive and fun learning experience. This is underpinned by high expectations, good behaviour, effective relationships and a welcoming ethos. We strive for our children to have positive attitudes, challenge themselves and develop strategies to become independent learners. As a school, we do not ‘stand still’ and are constantly looking to improve.

## **School Rules**



### **Expectations of Staff**

- Encourage good behaviour, respect for others and to apply all rewards and sanctions fairly and consistently.
- Regularly discuss the rules with children and reinforce them through positive praise. (Awarding dojo points)
- Ensure each child's safety and happiness
- Ensure that each child achieves their full potential as a valued member of the school community.
- Provide a balanced curriculum and meet the individual needs of each child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Be open and welcoming at all times and offer opportunities for parents/carers to become involved in the daily life of the school
- Be calm
- Keep parents/carers informed about general school matters and about their child's progress in particular

### **Expectations of Pupils**

Pupils are expected to be respectful to one another, take responsibility for their own behaviour and be prepared, ready to learn.

This includes:

- Arriving at school on time every day
- Looking smart in the correct uniform
- Being polite, friendly and helpful to others at all times
- Working hard in the classroom and always doing their best
- To talk to an adult if there is a problem
- To help look after the classroom and school environment
- To move around the school and classroom in a calm and quiet manner

### **Expectations of Parents/Carers**

We expect parents and carers to encourage their children to follow the school rules, support the school values, their child's learning and to co-operate with school.

- See that their child goes to school regularly, on time and properly equipped, with clothing and belongings labelled
- Be signed up to the school's behaviour system, Class Dojo; Follow their child's achievements and encourage their child to engage positively in school
- Make the school aware of any concerns that might affect their child's work or behaviour
- Support the school's policies and guidelines for behaviour
- Support their child in homework and other opportunities for home learning
- Attend parents' evenings and discussions about their child's progress
- Get to know about their child's life at school and what they are learning
- Behave in a way that sets a good example to the children particularly when on the school site

We have an agreed set of Values that form the basis of our expectations. These are displayed in all classrooms and around school.



### Rewards and Incentives

Staff should seek opportunities to praise pupils and where appropriate reward them for good behaviour and good work. Rewards should be suited to each child including verbal praise and Green Dojo's which lead to other awards that children can earn.

### Consequences

Whilst developing good behaviour is focused on positive encouragement, we understand that children are on a journey to learn the difference between what is right and wrong and wish to develop their sense of morality. It is with this in mind that clear consequences are linked to choices made that mean they chose to break one of our 3 rules, failing to demonstrate the federation values. These are discussed with the children providing them opportunity to reflect on how they could make better choices in the future, therefore developing their awareness of good/bad behaviour choices.

It is very important that any consequences used in school are as consistent as possible and reflect the action of the child. Below, is a behaviour ladder which will be referred to as a guide when dealing with incidents of unacceptable behaviour. This list is not exhaustive but indicates a clear system for dealing with incidents of unacceptable behaviours with hierarchy of intervention.

### Behaviour Ladder (Revised September 2021)

Unacceptable Behaviour	Response	Consequence
<b>Low level behaviours</b> <ul style="list-style-type: none"> <li>Shouting out</li> <li>Distracting others</li> <li>Getting out of seat without asking</li> <li>Not completing work</li> <li>Talking in quiet areas or in assembly</li> <li>Talking when someone is talking to the class</li> <li>Breaking equipment/defacing books</li> <li>Refusing to follow instructions</li> <li>Play fighting</li> <li>Non engagement</li> <li>Name calling</li> </ul>	<b>Class Teacher</b>	
	1. Non-verbal warning	A 'teacher' look, remove object, gentle reminder of appropriate behaviour.
	2. Verbal warning (warning on dojo)	Language of choice: 'If <b>you choose</b> to shout out <b>you</b> will <b>earn</b> a red dojo.' Remind of expected behaviour.
	3. Red dojo if behaviour continues	Speak to child, remind of expected behaviour, catch child showing positive behaviour. (Loss of 5 mins free time - nursery & reception, immediately.)
	4. 2 <sup>nd</sup> red dojo given	Child takes time out in a partner class. (Time to be decided by teacher - as appropriate for the lesson/time of day etc)
<b>Behaviours to be referred straight to Learning Mentor</b> <ul style="list-style-type: none"> <li>Bullying</li> <li>Repeated refusal to follow instructions</li> <li>Leaving the class without asking (or prior agreement)</li> <li>Being rude to staff</li> <li>Swearing</li> <li>Intentional assault against a child</li> </ul>	<b>Pastoral Support Worker for continued unacceptable behaviour</b>	
	3 <sup>rd</sup> dojo given	Referred to Pastoral Support Worker
	<b>Further incident:</b> Red dojo as appropriate and record	Conversation with parents, behaviour agreement set - copy to class teacher  <b>(If a child has received 10 or more red dojo's in a half term - Internal exclusion may be issued)</b>
<b>Behaviours to be referred straight to SLT</b> <ul style="list-style-type: none"> <li>Racism</li> <li>Homophobia</li> <li>Stealing</li> </ul>	<b>SLT for continued unacceptable behaviour</b>	
	<b>Further incident:</b> Red dojo and record	Internal exclusion 1/2 day or full day
<b>Behaviours to be referred straight to Head of School/Executive Headteacher</b> <ul style="list-style-type: none"> <li>Assault against a member of staff</li> </ul>	<b>Headteacher/Deputy Headteacher for continued unacceptable behaviour</b>	
	Meeting with child and parents to explain further consequences	Internal exclusion
		Fixed term exclusion (including lunchtimes)
		Managed move /Permanent Exclusion

\*All consequences are given at the discretion of the school

## **Playground behaviour**

In the playground we expect the same standard of behaviour as we do in the school building. At Chadsmoor Federation there are certain behaviours that we will not tolerate: bullying behaviour, fighting, teasing or name-calling and the use of inappropriate (bad) language.

### **Rewards**

We will always praise the children for good playground behaviour by praising the behaviour we wish to encourage.

- Verbal praise will be used and where appropriate passed on to the child's class teacher.
- Green dojos will be awarded for children's behaviour at break and lunch times.

## **Lunchtimes Consequences**

**Action 1** - Verbal warning - the child will be given a verbal warning and are then reminded of the rule they have broken.

**Action 2** - If the behaviour continues then the child will sent to the senior lunchtime supervisor.

**Action 3**- If the behaviour continues at lunchtime then a lunchtime supervisor will ask the child to be referred to Pastoral staff.

## **PHSE**

At Chadsmoor Federation we endeavour to resolve conflict and behavioural issues using positive methods. We teach discrete PSHE sessions as well as managing situations as they arise. PSHE sessions are planned effectively, giving children opportunities to discuss and reflect on behaviour, teaching them to develop the skills needed to make the right choices.

We believe that it is imperative to discover the causes of poor behaviour and to support children in finding strategies to improve anti-social behaviour, rather than relying on sanctions. We use positive reinforcement throughout the Federation.

## **Challenging behaviour**

A minority of children at the Federation could be described as exhibiting challenging behaviour. These behaviours can take many and varied forms. These can range from extreme passivity, non co-operation to instances of verbal and physical aggression shown to themselves and others, or the environment. The Federation's starting point for understanding and responding to challenging behaviour is that in the majority of cases behaviours occur because they serve a communicative purpose for the child.

The Federation promotes the delivery of strategies that are non-personal and non-judgemental to address inappropriate behaviours. Shouting should be a last resort.

## **Behaviour management plans / Risk Assessments**

Children that have been identified as displaying challenging behaviour may have an Individual Education Plan including targets for behavior created with the parents/carers and any professionals supporting the child. This will be signed by the class teacher, parent and the lead professional in school. The aim of this is to put in place a management programme to help the child to manage their emotions etc. in a more socially acceptable way. At the junior school, a child may be issued with a 'report card' for a period of time in order to help them focus on improving behaviours at certain times of the day. This is sometimes used to prevent exclusion or as a follow up. If deemed necessary an individual risk assessment will be put in place regarding the child.

## **Positive Handling**

We understand that there are times when, as a last resort, it may be necessary to physically intervene when a child is at risk and as a school, we follow the regulations regarding the use of positive intervention set out in the DfE guidance titled 'Use of Reasonable Force in School (2013)' which allows staff to use 'reasonable force' to prevent a pupil from:

- committing a criminal offence (or what would be a criminal offence if they were old enough)
- injuring themselves or others
- damaging property

Those that we believe may be at risk will have a risk assessment.

## **Extreme behaviour**

In cases of extreme behaviour, a formal fixed term exclusion may be considered. The decision to exclude a child will be taken by the Executive Headteacher/Head of School (or the most senior member of management available) following the guidelines laid out by the DfE.