



Cheslyn Hay Primary School



INCLUSION NOW!

Inclusion for everyone at Cheslyn Hay

Behaviour and Discipline Policy

The Staff and Governors at Cheslyn Hay Primary School aim to:

'Develop a positive learning environment for all children in order to stimulate good behaviour and discipline where everyone feels happy, safe and secure'.

The head teacher, staff and governors will work hard to ensure that all pupils:

- Trust in their peers and all adults in school
- Share and celebrate achievements
- Understand the varied life experiences and needs of all
- Feel valued and respected

Our school ethos reflects this and we are able to show that there:

- Are positive relationships between pupils and staff.
- Are consistently high standards of work and behaviour.
- Are excellent relationships between home and school.
- Is a strong school ethos showing positive behaviour which promotes good community involvement.

The Head teacher with the Senior Leadership team is responsible for the promotion of positive behaviour in and out of school and working with the staff, parents/carers, governors and the community to provide effective learning opportunities for all of our pupils.

The Role of the Governing Body:

The Governors consider that good behaviour is an integral part to the success of our school and they consider that relationships with parents/carers are vital in order to achieve the stated aims. We will ensure that:

- The policy is available for parents/carers on the web site and on request from the Head teacher.
- Parents/carers are clear of behaviour that we consider inappropriate both in and out of school.
- Matters arising from poor behaviour in and out of school will be dealt with promptly and sympathetically first by the class teacher and then by the Deputy Head teacher and/or Head teacher.
- Parents/carers will be kept fully informed of all alterations to policy and practice.
- Parents/Carers know they are welcome to visit the school to discuss both their child's behaviour and school procedures for dealing with inappropriate behaviour.
- If appropriate, other agencies will be invited (governor, parent support worker, school nurse, health visitor etc) to discuss any relevant issues.

The Governors have taken into account issues relating to:

- Screening and searching pupils
- The power to use reasonable force
- Other physical contact
- The power to discipline beyond the school gate and pastoral care for school staff.

The role of the class teacher

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It is the responsibility of the class teacher to ensure that the School rules are agreed in their class.

The class teachers in our School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and delivers the classroom rules consistently. The teacher treats all children in their class with respect and understanding. The class teacher liaises with external agencies, as necessary, to support and guide each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service. The class teacher reports to parents about the progress of each child in their class, in line with the whole-Academy policy. The class teacher may also contact parent if there are concerns about the behaviour or welfare of a child.

The role of the headteacher

It is the responsibility of the head teacher to implement the School behaviour policy consistently throughout the School and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff in implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of unacceptable behaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour.

The role of parents

The School works collaboratively with parents, so children receive consistent messages about how to behave at home and at School. We ask parents to support their child's learning, and to co-operate with the School policies. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions, parents are asked to support the actions of the school.

Home/School Agreement

Our Home/School agreement and Behaviour Expectations information attempts to share with parents/carers and other stakeholders how we can best work together to promote a good relationship between home and school.

Although not a legally binding document, we encourage all parents/carers to sign this and adhere to its content. We hope to positively influence behaviour and consequently further improve the good ethos of the school.

The School Environment

Pupils at Cheslyn Hay are expected to care for and appreciate their environment. It is an attractive place to be and great thought is given to displays and the general appearance of the school. It is a school we are very proud of.

To encourage positive behaviour and high expectations in school we believe that our pupils and staff deserve to work in a setting that is appealing and because of this we have developed a strong sense of being. There is little or no vandalism in and around school and we pride ourselves on this.

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However, the L.A.'s Charges and Remissions policy states that 'schools may ask parents to pay for damage or loss of the school's property, books and equipment where this is the result of a pupil's behaviour' and this will be enforced at the discretion of the head teacher.

Promoting Good Behaviour

The ethos in school supports pupils to behave well and they are reminded throughout the day of their good behaviour. Positive praise is used exclusively in school and there are a range of systems that helps our pupils maintain this:

- Behaviour Passports
- Stickers and certificates
- Golden Time (KS1)
- Special Mention Assembly
- Systems in each class to raise self-esteem and confidence
- Good News post cards sent home
- Texting Parents for individual good behaviour
- Peer Mentoring
- Best Lunchtime Behaviour Certificates

New Pupils:

We have an effective transition plan in place to support new pupils.

- A Best Buddy who helps the pupil organise themselves around school
- Identified member of staff who ensures that they settle into routines
- A circle of friends are identified as a starting group.
- Good links with Cheslyn Hay High school to share information
- Support for parents/carers - text and phone call to let them know they have settled

Practices, procedures and systems used to promote positive behaviour

1. General (low level) matters relating to poor behaviour are usually dealt with by the class teacher and/or support staff.
2. Behaviours which we consider to be more serious (medium level) are also dealt with by class teachers and support staff but they are recorded in class incident books. The class teacher is responsible for ensuring that parents/carers are contacted (if appropriate).

The system we have in place for responding to inappropriate behaviour is as follows and staff have agreed that any issues are dealt with promptly, sympathetically and fairly in accordance with the following procedures:

- The class teacher/support staff will discuss the incident with the child and assess this (low, medium, high).
- Our expectations and ways of behaving in school will be reinforced and discussed.
- Minor incidents (low level) are usually dealt with by way of a simple 'telling off' or by 'showing disappointment' by the class teacher. The class teacher will decide whether any other adults need to be informed.
- The class incident books (medium level) are at this point a valuable source for class teachers to use as they evidence of any pupils who consistently behave inappropriately.
- Continued inappropriate behaviour (this includes - vandalism, persistent bullying, rudeness to staff and pupils, swearing, cyber bullying, homophobic comments, racist comments, pupil disagreements which includes - fighting, biting, punching, kicking) will involve different sanctions depending on the individual circumstance.

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Our policy is intended to promote positive and high standards of behaviour and we have a variety of strategies/sanctions to use if required.

These might be:

(Low Level)

- The pupil misses playtime/lunchtime and is supervised in the classroom by the teacher.
- The pupil holds a member of staffs hand while outside on playground duty.
- The pupil has a 'quiet' playtime reading near to the reception area.
- The pupil will complete 'School Service' tasks such as litter picking, tidying book shelves etc.
- Issues are addressed during lesson time, assemblies and circle time to reinforce our school ethos of positive behaviour.
- Identified staff will offer further support for pupils who may require additional assistance.

(Medium/High Level)

- As above
- The pupil is sent to the Head teacher to explain his/her actions.
- The pupil may be 'excluded' from a special classroom activity, event, school trip, experience or opportunity.
- All (medium level) incidents are recorded in the class teacher's incident book.

We do not condone pupils 'hitting back' and always ask children to inform a member of staff if they have been involved in an altercation.

Parents/Carers will be informed as soon as practically possible and through informal discussion will attempt to resolve the situation.

Detention

In rare cases where a child has been involved in a more serious incident of poor behaviour or they refuse to complete reasonable work asked of them despite being given opportunities within the school day, the head teacher may choose to give them an after-school detention. After school detentions will be up to 30 minutes. In most circumstances, 24 hours notice will be given however, in some circumstance, and usually where a behaviour plan is in place and there's agreement with the parents, a more immediate response may be necessary and therefore the detention will be issued on the day of the incident. In these cases parents will be notified as soon as the decision to give the detention has been made.

For more information regarding the schools right to issue after-school detentions please refer to government guidance: <https://www.gov.uk/school-discipline-exclusions/discipline>

Issues relating to the Exclusion of Pupils

There are certain behaviours in school that we have identified as totally inappropriate and unacceptable and which will lead to a child being excluded for a fixed period.

These behaviours are:

- More than one instance of planned physical abuse towards other pupils and adults or physical actions directed towards adults and pupils in school.
- Actual bodily harm towards other pupils. This includes throwing objects (chairs, books, pencils etc) both inside and outside of the classroom.

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- Injuring other pupils and adults with the intention of causing serious harm.
- Swearing and verbal abuse which the adults and pupils in school find offensive and has occurred more than one occasion.
- Biting other pupils (if this is an ongoing problem) and all other interventions have failed.
- Inappropriate behaviours in the playground such as: swearing, aggressive behaviour, etc. These would be behaviours that we would consider unsafe both for the pupil and for other pupils in the playground.
- Extreme cases of pupils choosing to abscond from the premises.
- Persistent behaviour that leads to the disruption of the education of other pupils

When making decisions about exclusion, staff will take and follow the correct procedures as directed by colleagues in EPS and behaviour support. It must be made clear that every effort will be made to promote positive behaviour and we view exclusion as a last resort.

A record is kept of all exclusions and this is confidential.

All matters relating to behaviour and discipline are discussed during regular Committee meetings and the Chair of Governors is kept fully informed of any changing situations on a daily basis.

Safeguarding in and out of school

We take the safety of our pupils very seriously and constantly remind them of this on a day to day basis. For this reason the way our pupils behave in and out of school is of the utmost importance. We expect the pupils to be 'ambassadors' for the school.

We have high standards for safeguarding and behaviour and expect that our pupils will behave in the same way when out of school on trips, visits, events and residential visits.

From a safeguarding perspective, we **will not allow** any pupil to take part in a trip, visit or event off the school premises if they are unable to behave safely and appropriately in school. If this situation were to arise parents/carers will be informed. In such cases the Chair of Governors is also contacted and given details of the incident.

Policy Development:

- The policy is reviewed annually by the Staff, Standards & Achievement Committee and then agreed by the full Governing Body.
- The pupils play a big part in agreeing class rules and pupil behaviour around school. They also review 'Behaviour and Safety' when they complete an Ofsted Inspection in the Summer term.
- In accordance with the School Information (England) regulations 2008 the policy is available from the headteacher and can also be accessed on the school web site: www.cheslynhay-primary.staffs.sch.uk

In developing this policy the staff and governors referenced the following information:

- Equality Act 2010
- Education Act 2011 and government guidance on
- Exclusions
- Screening, searching and confiscation
- Use of reasonable force
- Safeguarding, Anti Bullying and Equality policies are links to this policy.

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Policy for Behaviour and Discipline

Process of Development

First Draft:	November 2009
Reviewed:	October 2010
Updated:	March 2011
Agreed by Governors	5 May 2011 (Standards & Achievement Committee)
Reviewed:	15 July 2011 (Headteacher)
Updated:	September 2012 (Headteacher)
Agreed by Governors	Standards & Achievement Committee (November 2012)
Reviewed:	21.10.13 (Headteacher and Staff)
Agreed by Governors:	21.11.13 (Standards & Achievement Committee)
Updated by Headteacher:	Using the Dfe document: Guidance: Behaviour and discipline in schools, published February 2014
Reviewed by Headteacher:	30.9.14
Reviewed by Acting Head Teacher :	17.9.2015
Reviewed:	September 2016 (Headteacher and Staff)
Agreed by Governors:	October 2016
Reviewed:	September 2017 (Headteacher and Staff)

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