



Behaviour Policy

One of the strengths and attractions of Chidham School lies in the atmosphere and Christian ethos we create. As a church school with a strong Christian ethos, we aim for every child to be happy, well behaved, polite, kind and considerate - feeling secure and self confident at school and eager to learn.

We believe that if children are to be successful in the real world they must be capable of making independent, responsible choices about the way they behave. By the time they leave Year 6, we want our children to have a high level of self-esteem resulting in confident, positive behaviour. In order to achieve this, we endeavour to organise the learning environment to promote positive behaviour.

Our aim is that:

- Our approach to behaviour is consistent and clear.
- There is mutual support, respect and good communication between teaching staff, support staff, children, governors and parents.
- We listen to each other and respond thoughtfully and that children are treated fairly and honestly.
- Children are trusted within the boundaries of their own experience and development.
- Children feel confident to approach staff about any concerns they have and that these are dealt with sensitively and in a positive way.
- The school promotes praise through positive recognition and rewards for good behaviour choices e.g. stickers, certificates, marbles and Gold Book entries.
- The children receive a stimulating and relevant curriculum to which they are entitled and one in which they are actively involved.
- When staff show disapproval, the children are clearly aware of the reason for this and the sanction(s) that may follow.

We do not tolerate any form of bullying and all staff act, and are seen to act, very firmly against it. Children are encouraged to speak to a member of staff at an appropriate time about incidents of bullying. This will always be considered carefully and appropriate action taken. Please see our anti-bullying policy for more details.

School Agreements

Teachers, governors, parents and children have all agreed that children:

- have **respect for themselves and others**, and conform to an acceptable level of behaviour which will enable successful learning to take place
- are **thoughtful for the needs of others**
- **consider** the **safety** of themselves and others
- be **obedient** and carry out all reasonable requests promptly

- be **polite and courteous** towards their peers and adults
- have a **caring and thoughtful** attitude to their environment
- **refrain from aggressive behaviour and bad language**
- try to **resolve problems** in an amicable way
- be **honest and face the consequences** of misbehaviour

On starting school, parents / carers and children sign the whole school agreement. Each year, the whole school agreement and expectations for behaviour are reaffirmed at the beginning of the year and reinforced periodically through PSCHE, circle time, whole school assemblies and weekly newsletters.

We believe that teachers have the right to teach and children have the right to learn in a classroom free from disruptive behaviour.

Behaviour expectations in other areas of the school

Establishing clear routines in class is essential for good behaviour. This is achieved at the start of the academic year. Routines are established for: children entering classroom, having a drink or using the toilet, moving from one activity to another, changing for PE, hearing a fire alarm.

Expectations that we follow across the school include:

1. Communal areas

- When moving around the school, children should walk quietly.
- During assembly children should enter and exit silently.
- Children are not allowed into the pond area or outside the school grounds, unless overseen by an adult.
- The side door is used to come into school.

2. The Playground

- No toys, sweets, money, valuables or jewellery should be brought to school unless specifically requested.
- When the bell rings children stand still. When they are told they move quickly and quietly into the school.

3. Uniform

- Children are expected to dress smartly and wear school uniform. For P.E. lessons the correct kits must be worn. The only jewellery permitted to be worn is watches and safety studs if children have pierced ears. These must be removed for P.E. Children should have an appropriate hairstyle (trams lines or dyed hair are not permitted) and flat leather school shoes; they should not wear nail varnish, body ornaments or tattoos.

4. Mobile Phones

- These are only to be brought to school with the agreement of a child's parents / carers. The mobile should be taken to the school office at the beginning of the day. It will be stored safely throughout the day and can be collected at the end of the day.

5. General/Safety

- During wet play, children stay in classrooms and enjoying suitable quiet activities. They clear up when the bell goes.
- Children only bring money into school when asked, e.g. school trips or cake sales. It should be in an envelope and clearly labelled.

- Children only eat lunch at lunchtime. A fruit snack can be brought to eat at playtime. A water bottle must also be provided. Lunch must not contain sweets, bars of chocolate or fizzy drinks. No breakable containers of any type should be brought to school.
- Children should arrive at school no earlier than 8.45am (except for any clubs) and unless notified in writing, they must go to parents/carers at the end of the day. Parents are responsible for their own children once they come out of school and need to ensure that their behaviour does not endanger themselves or other people.

6. Behaviour Out of School

- Whilst children are in uniform it is expected that children continue to represent the school to an expected standard. Children seen behaving inappropriately will be followed up.

Sanctions

From time to time unacceptable behaviour may take place, but it will not be tolerated by any staff members. Prohibited items may be confiscated or reasonable force may be used to prevent injury or damage. It is the primary responsibility of all staff to investigate the reasons for and deal with unacceptable behaviour/bullying. A note of severe or persistent misbehaviour and the relevant action taken is kept in staff logs.

If we have to reprimand children for their unacceptable behaviour/ bullying then the following sanctions or restorative actions may take place, in order to give the pupil time to think about their behaviour.

- A child's behaviour /bullying is recorded in the class log
- Privileges are withdrawn for bad behaviour; e.g. loss of playtimes, lunchtimes, clubs or visits.
- Punishment where appropriate; e.g. cleaning of graffiti, picking up litter, writing letters of apology.
- A child / children may be removed from class to work in a supervised environment as a "cooling off" period.
- A child may be sent to the Headteacher / Deputy Headteacher
- Parents / carers will be informed

In more serious cases, where behaviour is unacceptable and prevents the child and/ or other children from learning and playing, parents will be informed as soon as possible and will be given the opportunity to discuss the incidents. It is expected that parents will support the school in reinforcing expectations of good behaviour. Further steps that may be taken include:

- Social Services and/or Education Welfare Officer / Behaviour Support Team / Educational Psychologist / Health Visitor may need to be involved and a PSP (Pastoral Support Plan written).
- Governors are made aware of any serious behaviour incidents.
- The pupil is excluded initially for a period of three days and Governors are informed. After three days the case would then be reviewed. Exclusion is a legal process, it will be well documented and follow LA guidelines. Permanent exclusion is only used in extremely serious cases.

Positive Recognition

Positive recognition underpins the ethos of the school and is vital to its success. The use of positive recognition is essential to effective behaviour management on an individual or whole class basis. Positive recognition may include:

Individual special privileges: First in line to dinner, Work with younger children, Class monitor, Read special book, Work on favourite activity, Extra computer time, Sit by a friend, Display board or Tangible rewards – sweets / tokens / books.

Whole class rewards: Video choice, Extra special time in class, Special art and craft project, Class involved in choosing reward, Extra P.E., Invite a special visitor, Choice of seating position

Consequences

These must be something children do not like (never physically or psychologically harmful). Consequences happen as a result of choice; they are the actions that occur if a child chooses to break the rules of the school. In the majority of cases, the consequences which a child accumulates during one day do not roll over to the next day although they may accumulate if unacceptable behaviour is a persistent feature. In summary, each day is a new beginning and each day needs to begin with the highest expectations of both child and teacher.

For further information please also refer to the school's antibullying and positive handling policy or contact the Headteacher.

This policy complies with Section 89 of the Education and Inspections Act 2006 and is written in-line with the 'Behaviour and discipline in schools Advice for Headteachers and school staff', DfE, January 2016.

This policy is reviewed every 3 years

To be reviewed again: Autumn Term 2019