

Behaviour Policy

'The behaviour of pupils is outstanding. '

'Pupils are unfailingly polite, well mannered, respectful and extremely keen to talk with inspectors about their work and school life generally. School records, which indicate very few incidents of poor behaviour or rudeness, show this to be the norm at Chancellor Park. '

OFSTED inspection – Nov 2016.

Aims

Our aim is to cultivate sensible behaviour in our pupils at all times and lead by example. This will be achieved if, by the use of rewards for good behaviour and sanctions for poor behaviour, they are applied by staff consistently, fairly and firmly at *all* times. Below the expectations for both classroom and playground behaviour are laid out.

We believe that every member of the school community, pupils, parents, governors and staff as well as members of the wider community have the right to expect the following behaviour from pupils attending this school:

- Respect and concern for themselves, others, property and the environment
- To show courtesy through obedience, a willingness to listen and speak where appropriate and a willingness to be helpful.
- To be honest

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will be challenged and where appropriate dealt with in line within this policy, or the code of conduct for staff. Please refer to our Child Protection & Safeguarding Policy for further related details.

Core Values

Underlying all expectations of behaviour at Chancellor Park are our 5 core values of Respect, Care, Challenge, Enjoyment and Confidence. Each half term these are explored in turn as part of our Big Question. As a result of this children are identified and reward with a blue star of the week and having lunch on the top table with a member of staff.

Classroom

In the classroom the class teacher and other adults working in the class environment (contract or otherwise) will expect the pupils to behave in the following manner:

- To be controlled in their movements
- To sit and take instruction without interrupting, moving about or fiddling with other children or objects
- To show respect and concern for themselves, others and all living things
- To show respect and concern for their own and the property of others
- To be polite and courteous to all members of the class and staff
- To be honest and obedient

Playground

In the playground the same values are as above with the addition of:

- Controlled and orderly movement to and from the playgrounds/field
- Consideration for others' games and activities-
- To avoid confrontational behaviour

At the beginning of each academic year each class devise 'their own' class rules and in assembly as a whole school are reminded of the 'school' rules (displayed in the corridor) and in the individual classrooms.

Throughout the year there are regular reminders of these rules so as to reinforce these aims and is also included in the PSHE Scheme of Work.

Rewards and Sanctions

At Chancellor Park Primary School, we recognise that it is important not only to deal effectively with poor behaviour but also to praise good behaviour, holding it up as an example to be followed. Therefore, the policy is divided into two areas:

- Our reward systems which promote good behaviour and the school's positive ethos
- Our sanction process to address inappropriate behaviour

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Our Reward Systems

1. Praise

When children follow the school expectations and behave well they can receive positive and specific feedback from any member of staff in school. We believe so strongly that this positive approach to behaviour management has an impact that we designate every Friday afternoon assembly to an 'achievement assembly' with the whole school to celebrate the children's (and staff's when applicable) achievements.

2. Pom -Poms

We believe that it is vital that positive behaviour is both recognised and rewarded so as to foster a positive ethos throughout the school and brings children together to work for a whole class reward. Therefore, a Pom Pom system has been introduced whereby pupils are rewarded for positive aspects of school life e.g. hard work, good improvement, kindness, core values etc.

There are 3 sizes of Pom Pom Small for individual achievements Middle-sized for group achievements and large for Whole class achievements. These Pom Poms are then placed in a jar a and when the jar is full the class will get an agreed reward- E.g. Party, film etc.

These are now the rewards in place:

Pom Poms *Given by any member of staff to all children/ groups /class*

Stickers *given by any member of staff at the school*

Headteacher's Award *given by the Headteacher usually on request from a member of staff*

Achievement Assembly every Friday provides an opportunity to praise children through the form of 'Star of the week'. There are two distinct stars-Blue and Yellow. The blue star is for demonstrating our core values/positivity and the Yellow star is an award given to individual pupils for a special piece of work, good manners or effort.

Criteria for giving Pom Poms and Stickers

It is vital that there is a consistent approach to giving both Pom Poms and stickers if the Reward system is to be both fair and attainable.

Below is a list of types of behaviour or work that would warrant the awarding of Pom Poms /stickers. It is by no means a definitive list but it must be used consistently by all staff if the system is to work effectively.

Behaviour	Work	Automatic Head's Award
Extra effort	Above average work (<i>for that child</i>)	Exceptional effort
Very special effort	Improvement in neatness	Exceptional work
Improvement in behaviour	Increase in output	Exceptional behaviour
Improvement in attitude	Completion of task to good standard	Exceptional kindness
Being helpful	Correct work	Consistent hard work
Being kind to others	Achieving spellings/tables targets	Consistently good behaviour
Having good manners	Improvement in reading skills	Major breakthrough in learning
Tidying up without being asked	Making a breakthrough in an area of difficulty	Doing something special without being asked
Sitting quietly when asked	IEP target met	Special achievement
Following class rules well	Evidence of extra research	
IEP target met		

3a. Yellow Star of the week

Each class teacher will identify one child from the school who has particularly stood out during the course of the week for any of the aspects as laid out in the Pom Pom criteria table above. The names of these children will be written in our weekly newsletter to parents and displayed on the school website.

3b Blue star of the week

Each class teacher will identify one child who has demonstrated outstanding behaviour of our core values and positive attitudes.

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4. Headteacher/Deputy Headteacher golden & silver stickers – for personal achievement

Children will be sent to the Headteacher by their teacher when children have made a significant **personal achievement**, this could be around their learning (for example, learning to count up to 50), or it could be around their social achievement (for example, always using excellent manners).

5. Attendance

Children are recognised through certificates for 100% attendance

6. Reading %

There will be a reward to the class who have the highest reading record % over the week; This will take the form of an additional session in the enclosure.

7. A special pom pom – tidiest classroom

This is awarded daily by the school cleaner and caretaker and placed in the class tray.

8. Achievements out of school

Again, on a Friday in our achievement assembly we encourage children to bring in any awards/trophies they have received during the week from external clubs/hobbies etc.

It is hoped that by promoting the positive aspects of a child's behaviour and/or work that this will serve as an incentive to themselves and others to behave and/or work in this way constantly. It also means that children who could be overlooked, as they are neither poorly behaved nor exceptionally able in an area will be able to achieve Rewards as easily as others. This in turn should increase the already positive ethos within the school still further.

Our Consequences

If, at any time, there is a need to apply sanctions for non-desired behaviour there is a clear chain of referral exists to encourage staff to use a system of sanctions that has been developed as a whole school. There may be occasions where part of the system is bypassed due to the severity of the situation. The chart below details the referral system generally used.

This is what will happen in each class if your child is not following our expectations; members of staff will:

1. Give child eye contact and communicate their message calmly and clearly.
2. Give the child a reminder about the behaviour expectations and may refer to class/school rules.
3. If child persists with the behaviour the child will be given a verbal warning of consequences if they persist.
4. The child may miss their playtime/lunchtime and will be supervised by their teacher in the classroom, or stand outside the headteacher's office by the staffroom.

If this is not successful,

If the behaviour continues the child will be logged in the blue classroom behaviour book and will be sent to specific allocated members of staff who they have to report to, explain their actions and remain there for some thinking/reflection time before returning to apologise where appropriate.

Any repeat of the behaviour logged in the blue book will be forwarded to deputy headteacher for final warning. Any repeat the pupil will be sent to the headteacher and parents will be informed.

In any instance of a child being extremely physically aggressive directly to another pupil or member of staff, or likewise where classroom disruption is very serious, then the Headteacher (or Deputy Head teacher) should be seen directly. Likewise swearing in the school is strictly prohibited and this is an instant referral to the headteacher.

In the instance of any inappropriate behaviour experienced during break times and lunch times, members of staff on duty will make the referral directly to the class teacher or when appropriate as above to the headteacher

In the instance of continual defiance and disruptive behaviour, whereby the above sanctions have not had the desired outcome, a meeting will be held between the SLT and parents and a behaviour plan be put in place.

In the instance of a child running out of the school premises then the procedures outlined in the 'Children Leaving School Without Permission Policy' will be implemented (See appendix A)

Providing an experience our pupils can treasure forever...

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If it is the case that the behaviour exhibited by the child is extreme and/ or continuous despite interventions through a behaviour plan, then the Headteacher may exclude the child.

Reviewed January 2019