

CHESNUT LODGE SCHOOL BEHAVIOUR FOR LEARNING POLICY

Rationale

The DfE (2016) state that every school must have a policy outlining procedures for promoting good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and which regulate the conduct of pupils. They state that the role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

Key Principles

As a Rights Respecting school we believe that:

'Every child has the right to an education' (Article 28)

'Discipline in schools must respect children's human dignity' (Article 28)

'Education must develop every child's personality, talents and abilities to the full' (Article 29)

'Education must encourage a child's respect for human rights as well as for their own parents, their own and other cultures, and the environment' (Article 29)

Unicef United Kingdom, Rights Respecting Schools Resources

As a Nurturing school we believe,

- That all behaviour is communication
- In the importance of nurture for the development of wellbeing
- That the school and classroom should be a safe base

Nurture UK, The National Nurturing Schools Programme

Chesnut Lodge is also a Halton Enhanced Healthy School and an Anti-Bullying Alliance All Together School and as such the aims of these programmes underpin this policy.

The purpose of this policy is to ensure that all members of the school community:

- Contribute to promoting a positive school ethos
- Demonstrate welcoming and positive behaviour to help everyone fulfil their potential with learning and work towards becoming as independent as possible.
- Display respect, care, co-operation, consideration and tolerance so that everyone is free from any type of bullying.
- Celebrate effort, achievement and success and ensure that everybody feels valued and included.
- Encourage others to conduct themselves appropriately, teaching new skills to help with this if appropriate and leading by example.
- Recognise how to be consistent and fair, taking account of the diverse needs of our pupils.
- Communicate regularly with each other, providing positive feedback as often as possible.
- Work in partnership to achieve high standards, accepting advice from others on occasions.

Expectations

All members of the school community are required to consistently implement this policy in order for the school's aims and objectives to be achieved. Expectations and roles are outlined below:

Where possible, pupils are expected to:

- Always be kind, helpful and polite to everybody.
- Always take turns.
- Always be gentle and respect other people, including their personal space.
- Always listen carefully to others, respecting their views, ideas and wishes.
- Always tell the truth.
- Always try hard with our work and homework.
- Always look after our own property as well as the property of others.
- Always move around the school building in a safe way.
- Always let an adult know where we are.
- Always bring the equipment we need for each school day.
- Always try to display good behaviour outside of the school.
- Always try to behave kindly and safely online.

These 'Good Choices' must be displayed in appropriate areas around the school so that they can be referred to frequently. They will be reviewed with the School Council annually.

Staff are expected to (please note the term 'staff' refers to any paid adult working at the school or any unpaid adult directed by the Headteacher):

- Model and teach courteous behaviour, ensuring that all pupils and other members of staff are treated with respect and dignity.
- Communicate regularly with all parents and carers so that they are aware of achievements as well as concerns.
- Have high expectations of all pupils and work with others to help every pupil reach their potential.
- Provide pupils with a well-planned, differentiated curriculum where pupils are challenged, stimulated and encouraged to make progress in a supportive environment.
- Provide high levels of supervision of pupils, whilst encouraging independence.
- Teach social skills by showing pupils how to take turns and engage in games, especially in unstructured times such as break-times.
- Use agreed praise and reward systems to celebrate efforts and successes and to reinforce positive actions and behaviours. All consequences are to be discussed in class teams and should be used as agreed by all staff working with a pupil or groups of pupils. Leadership must be consulted (to be informed) over any major changes or new rules/routines not previously used with the individual / group.
- Respond swiftly and appropriately to any incident of inappropriate or unwanted behaviour.
- Respond swiftly and appropriate to any incident of bullying (see Anti-Bullying policy)
- Record serious or regular incidents using the current school recording system (CPOMS Online Recording System)
- Recognise that all behaviour is communication and has a cause and a function. Staff should take steps to observe, record, research to try and identify possible functions and focus on addressing these behaviours as well as what the child does well.
- Recognise that alternative behaviours sometimes need to be taught and this is most likely to be achieved if a planned, consistent approach is taken.
- Understand that some behaviours, especially those linked to a disability or learning difficulty, may not always be modified quickly, if at all.
- Work as a class team to evaluate class practice to ensure that behaviour strategies best fit the needs of pupils in the group, taking advice from LT and other professionals where necessary. Updates to individual behaviour plans must be completed where changes have been trialled and found to work.
- Consult with others (eg. parents, colleagues, LT, EP, therapists, Behaviour & Attendance Consultant, Halton IBST Service, CAMHS etc.) if a pupil frequently displays challenging behaviour. Ensure a consistent approach to early

help is taken by drawing up a Behaviour Support and Management Plan using the school framework. Involve parents in this process and the pupil where possible. Review individual behaviour support plans on a regular basis.

- Use positive language to create a caring, nurturing climate and remain calm at all times. Avoid describing behaviour or pupils as ‘bad’ or ‘naughty’ and where possible talk *to* pupils rather than *about* them. Encourage pupils to make ‘good choices’.
- Smile often and use open and welcoming body language. Avoid intimidating actions such as shouting and pointing.
- Employ teaching and learning strategies that reflect the needs of pupils in the group.
- Employ strategies to diffuse potentially challenging situations such as redirection, distraction or ‘time-out’.
- Take steps to protect themselves and others by adopting a ‘common sense approach’ and ensuring that they share any and all relevant information about specific behaviours that could cause harm (e.g. child A ‘grabs’ from the right side, Child B does not like to be approached from behind) with school staff, supply staff and visitors. This needs to be done in an appropriate and dignified manner.
- Use only agreed positive handling techniques where reasonable force is required (currently DCRT).
- Be aware that the head teacher and staff authorised by the head teacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”. Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the school rules which has been identified in the rules as an item which may be searched for (DfE, 2016).
- Always be working towards the six principles of nurture (see appendix A).

In addition, the Leadership Team are expected to:

Draw up a Home-School Agreement to present to pupils’ parents on admission to the school, which will clearly outline their responsibilities regarding behaviour.

- Keep staff up to date with LA and DfE expectations for ‘Behaviour for Learning’.
- Support staff with concerns regarding challenging behaviour, including the writing and implementation of BSMPs.
- Provide regular training for staff and governors based around positive approaches to teaching acceptable behaviour skills. Respond to any specific training needs.
- Communicate with parents if required.
- Contact external agencies if required.
- Consider a permanent exclusion in extreme circumstances.
- Head teachers must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Head teachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Parents and carers are expected to:

- Adhere to and sign the Home School Agreement.
- Support the school in achieving an ethos where pupils are respectful, polite and display positive behaviour.
- Work collaboratively with the school so students receive consistent messages about how to behave at home and at school.
- Communicate regularly with school staff to ensure they are kept informed of events which may impact on a pupil’s behaviour or progress at school.
- Show pride and take an interest in the achievements of their children.

- Model appropriate behaviour at home, in the community and online.

Governors are expected to:

- Ensure they are familiar with staff and pupil responsibilities and note the implementation of the policy.
- Maintain the morale of staff and pupils by recognising and praising their achievements.
- Take steps to understand the nature of challenging behaviours which may arise at school and support positive approaches for addressing them. This may include attending relevant training organised by school staff.
- Liaise with the Leadership Team to ensure that all staff are implementing the school's 'Behaviour for Learning' policy.
- Challenge the Leadership Team as a 'critical friend' and ensure that all school procedures are in line with what the LA and the DfE deem to be 'good practice'.
- Set general principles that inform the behaviour policy. The governing body must consult the head teacher, school staff, parents and pupils when developing these principles.

Rewards

Rewards systems will be discussed and agreed with pupils and staff teams, seeking advice from LT if necessary. They may differ depending on the age and needs of individual pupils or groups of pupils. Reward systems should ideally be displayed in each classroom/communal area and are likely to consist of:

- Verbal Praise
- Sharing work with a member of staff from a different class.
- 'Star of the Week' or 'Spotted' awards
- 'Special Person'
- Stickers
- Merit Awards
- 'Golden Time' or 'Free Time' for pupils on a Friday afternoon
- 'Headteacher's Choice' Award
- Hot Chocolate with the Head (nominated by staff)
- Achievement Certificates
- Class prize boxes

Consequences

Consequences will be discussed and agreed with pupils and with staff teams, seeking advice from LT if necessary. Consequences must, 'be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them' (DfE Jan 2016). They should also be displayed alongside rules and rewards and are likely to include:

- Verbal warning and reminders.
- Loss of privileges.
- Loss of break time (if written into IBP, agreed by a member of the leadership team or where no other consequences are taking affect and the child is deemed to have a level of understanding to make this appropriate)
- Loss of 'Golden Time' or 'Free Time'.
- Completion of work during what would have been 'Golden Time' or 'Free Time'
- Note home, followed by a phone call to parents where appropriate.
- Referral to the Leadership Team.
- Detention outside of school hours (only in extreme circumstances where written in the agreed/signed IBP or directed by the Headteacher).
- Confiscation of pupils' property (see section 3.2)
- Time away from class.

- Exclusion.

Consequences will not involve:

- The humiliation of a pupil.
- Exclusion from favourite activities or lessons, unless there is a concern that poor behaviour may pose a risk to the safety of the pupil, staff, visitors or property.
- Messages home about unacceptable behaviour passed through the transport representatives/escorts.
- Confiscation of personal items unless discussed and agreed with the Leadership Team or where an item is posing a direct threat to pupils or staff.
- Restriction of lunch time food.
- Corporal Punishment

Use of seclusion/ quiet spaces such as the 'Blue Room' can serve several purposes. Pupils may request time in these spaces if they need some alone or quiet time, or alternatively pupils can be requested to take some time in the Blue Room, e.g. to calm developing behaviours or to chat with a staff member away from the class. Where staff feel that the use of these spaces is the most appropriate option to combat inappropriate behaviours and pupils do not want to make their own way then staff may consider the use of physical intervention. Physical intervention must always be a last resort, be proportionate and use reasonable force in line with the Physical Intervention Policy.

Pupil Conduct Outside the School Gates

The law expects schools and Headteachers to consider any behaviour witnessed by staff or reported to the school that occurs outside of the school gates. This includes misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way is identifiable as a pupil at the school. It also includes misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

It is the Headteacher's decision as to whether behaviours under these circumstances require addressing at school and in all cases of misbehaviour a teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Related Policies

This policy should be read and implemented in conjunction with the following policies:

- 'Use of Physical Intervention' policy
- 'Safeguarding' policy
- 'Anti-Bullying' policy

It should also be read and implemented in conjunction with recent government legislation:

Behaviour and discipline in schools Advice for headteachers and school staff (DFE, 2016)

Updated by N. Murphy: Sept 21

Ratified by governors:

Due for review: Autumn '23

Signed: _____ (Headteacher) (Chair of Governors)

Version Control

	<i>Date released</i>	<i>Date effective</i>	<i>Approved by</i>	<i>Amendment</i>
1	<i>Autumn 2011</i>	<i>Nov 2011</i>	<i>All staff and governors</i>	<i>Policy created</i>
2	<i>Autumn 2013</i>	<i>Nov 2013</i>	<i>All staff and governors</i>	<i>Update current policy</i>
3	<i>Spring 2015</i>	<i>March 2015</i>	<i>All staff and governors</i>	<i>Update current policy</i>
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