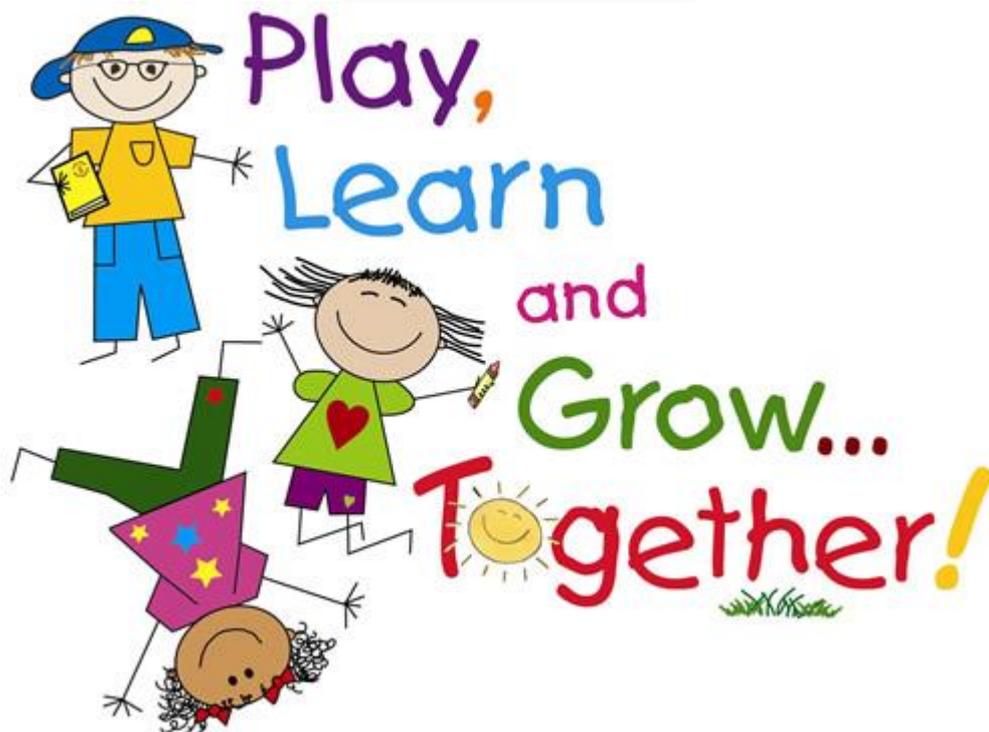


# CHAUCER COMMUNITY PRIMARY SCHOOL



## Behaviour for Learning Policy

Updated:

September 2018

Approved by Governors:

November 2018

Review Date:

September 2019

Responsible Person

Headteacher

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### **Attachments:**

- Anti-bullying Charter APPENDIX 1
- Chaucer Behaviour for Learning STEPS Guide APPENDIX 2

# “YOU OWN YOUR OWN BEHAVIOUR”

## 1. AIMS AND EXPECTATIONS

- 1.1 It is a key priority at Chaucer Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring and nurturing community, whose values are built on mutual trust and respect for all. The school Behaviour for Learning Policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and can engage in the primary activities of teaching and learning free from distractions of unacceptable attitudes and behaviour.
- 1.2 At Chaucer Primary School our policy is a means of promoting good relationships so people can work together with the common purpose of helping everyone to learn. We promote a sense of self-discipline and encourage the children to take responsibility for their own actions. The Behaviour for Learning policy can only be effective if it is supported through:
- a) a regular and consistent application of PSHE provision
  - b) a supportive, nurturing environment
  - c) opportunities for children, through circle time, to explore and resolve areas of conflict.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply the Behaviour for Learning Policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour as it believes this will develop an ethos of kindness and co-operation. This policy is designed to value good behaviour and sets clear and consistent guidelines for the school community to follow.

## 2. REWARDS

- 2.1 At Chaucer Primary School we highlight good behaviour by praise and rewards:
- Teachers and support staff praise children’s good behaviour.
  - All pupils are to expect 30 minutes Golden Time at the end of each week.
  - Children are awarded stickers towards bronze, silver and gold certificates for consistent good work. Good behaviour, positive attitudes and acts of kindness are rewarded with “gems” contributing to a half-termly house award. Exceptional acts of kindness are rewarded with “Starfish” awards.
  - Children from Year 6, who routinely display positive attitudes and values are chosen as “leaders”.
  - An “Achievement” assembly, each week, gives an opportunity to celebrate and reward pupils. This includes a child from each class receiving a special “Star of the Week” award for good work or behaviour which is acknowledged and celebrated by all.
  - Rewards are also given for good attendance and high standards of homework.
  - The school acknowledges all the efforts and achievements of children, both in and out of school, and as a result, certificates, awards and special achievements outside school are shared and celebrated in our Achievement Assembly and during class time.

#### ..... and SANCTIONS

- 2.2 The school employs a number of sanctions to discourage bad behaviour, and to ensure a safe and positive learning environment. We apply sanctions appropriate to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask the child either to move to a place nearer the teacher, or to sit on their own.
  - We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task sometimes in their own time.
  - If a child misbehaves in class a quick glance, nod or a gentle word from the teacher may suffice. If a child misbehaves repeatedly, we may separate the child from the rest of the class until he/she calms down and is in a position to work sensibly with others. If possible this is done within the child's own classroom.
  - Further misbehaviour will result in a yellow warning which is recorded by the class teacher. The yellow warning means 5 minutes Golden time is lost however pupils can earn this back through altering and improving the behaviour.
  - Further misbehaviour in the classroom results in a cooling off time and a red warning which is recorded on the chart. The red warning cannot be earned back and results in 5 minutes Golden Time lost. To 'cool off' the child will be sent to a nearby teacher for a short period of time. Each team within the school structure will agree support strategies for this. On return, the child is welcomed back with 'Let's start again'.
  - If the child acts repeatedly in a way that disrupts or upsets others, the teacher contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Seriously abusive or threatening behaviour to any member of staff or another child will be deemed unacceptable and will result in the parent being contacted immediately.
  - The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity, re-assesses the situation and, if appropriate, sends for further help. The child may be excluded from the activity for as long as is deemed necessary. The use of physical restraint is only used in exceptional circumstances where there is a risk of serious injury or substantial damage to property. In many cases it may be more appropriate to remove the class to a quiet and secure place rather than physically remove a disturbed child with the consequent distress to many. Where possible an adult member of staff should remain with the "isolated" child but where this is not possible the welfare of the majority will be taken into account. Assistance from a senior member of staff should be sought as soon as possible. It is important that all members of staff who are off-site should have a mobile phone with them so that they can contact school in the event of an emergency.
  - Through circle time, class guidelines are generated and agreed by the children and the teacher, and then displayed in the classroom. In this way the children have ownership of the standards of behaviour that we expect in this school. Incidents of anti-social behaviour in and around are often discussed in PSHE or circle time and occasionally during a school assembly.
  - The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. See "anti-bullying" policy and charter.
  - All members of our staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act

1996: The Use of Force to Control or Restrain Pupils. Teachers in our school **DO NOT** physically punish children. Staff only intervene, physically, to restrain a child to prevent them from endangering themselves, others or causing substantial damage to property. The actions that we take are in line with government guidelines on the restraint of children.

- Guidelines for the implementation of our behaviour for Learning policy are contained in our “STEPS” procedures. See Appendix 2.
- All staff are reminded that the triggers for behaviour and the issues around the behaviours of different children are complex and varied. There is no “one size fits all” solution and adults within school need to carefully consider and possibly modify approaches to behaviour management for certain pupils with behavioural, emotional and social difficulties.
- Phase leader reports and Headteacher reports are utilised to monitor pupils who are consistently misbehaving and need to touch base with phase leader or headteacher in order to earn their playtimes. Parents and carers are consulted prior to phase leader and headteacher report and reviewed after a 2 week period.

### **3. THE ROLE OF THE CLASS TEACHER, TEAM & PHASE LEADERS**

- 3.1 It is the responsibility of the class teacher to ensure that the school’s agreed Code of Conduct (see brochure) is enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 All members of the school staff 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. Adults treat each child fairly and enforce classroom guidelines and school expectations consistently. All adults treat children with respect and understanding. Staff recognise the contribution that good teaching and learning makes to a positive climate for behaviour. The consistent implementation of the Teaching and Learning Policy, adherence to the school’s Ethos and Mission Statement, the implementation of the Professional Standards for Teachers are key contributors to developing good standards of behaviour and positive attitudes in school. Unacceptable behaviour will ALWAYS be challenged by all members of staff employed by the school irrespective of the class they come from.
- 3.3 Acceptable behaviour is to be expected as a norm but in reality such behaviour needs to be taught, modelled, promoted and encouraged. A positive approach to PSHE, the “nurture” ethos and the use of circle time is an integral and essential part of the Behaviour for Learning policy. Consequently teachers, ensure this happens frequently and regularly in their class.
- 3.4 If a child misbehaves repeatedly in class, the class teacher maintains a record of all such incidents on CPOMS (online monitoring system). The class teacher may choose to use a behaviour progress chart if necessary. Records of misbehaviour become useful when other agencies or disciplinary measures are involved. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from their Team Leader, Phase Leader or Head Teacher as appropriate. (See details of the “STEP” system for dealing with and recording unacceptable behaviour.

- 3.5 The school currently has identified a senior member of staff as a Behaviour Lead Professional (Kirsty Bell) to advise and support colleagues working with pupils with significant behavioural issues.
- 3.6 The class teacher, SENCO and Family Learning Mentor liaise with external agencies, as necessary, to support and guide the progress of each child with serious behavioural problems. The class teacher may, for example, discuss the needs of a child with an educational psychologist, care professional or behaviour support service.
- 3.7 The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy on assessment and reporting. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

Team and phase leaders have a responsibility for knowing and understanding the trends and details of behaviour within the team or phase for which they have responsibility. This knowledge and understanding will be gained through team and phase meetings, classroom and general observations, discussions with the school's SENCO and FLM and scrutiny of the central School Behaviour Log.

### **EXITING PROCEDURES**

“Exiting” from classrooms is a “whole-school” strategy that needs to be used consistently when behaviour, during teaching, time is having an adverse affect upon the learning of others. However, pupils exited must:

- Be escorted to and collected from their new location/class by an adult and have suitable work to be completed.
- The duration of the removal from class must be established and the child told when it is appropriate for them to be considered for return and understand the work that they need to complete during their absence from their own class.
- The work completed out of the classroom should be of a quality and quantity appropriate to the age, ability and aptitude of the child. Failure to complete work satisfactorily must be followed by sanctions with the child having to complete the work in their own time (either breaks or during another lesson which they may not like to miss). Exiting strategies should not provide the “reward” of not completing work which they may well wish to be the outcome. It is appropriate for the child to miss enjoyable lessons at times although this should not become a regular feature. Some classes have “golden time” where pupils who work well during the week enjoy activities of their own choice. This is a good time for those pupils who have failed to produce work of an acceptable standard or have completed insufficient work in the time to make up for their lack of effort.
- Exiting from class should be recorded. It is suggested that an “exit card” is set up. Such a card could include
  - date and time of exit and return,
  - reason for exit
  - details of work to be completed during exit time.

- simple record from receiving teacher regarding the behaviour of the child during the exit time.
- At no time should a child or a group of children be exited to an unsupervised location. Standing outside the classroom is unacceptable as this places a child experiencing difficulty in an unsupervised situation and may have serious safeguarding consequences. It is generally unwise to exit more than one child to any one location as this diminishes the sense of being isolated for inappropriate behaviour. Children who misbehave collectively should be exited to different locations.
- Little drama should be associated with exiting. It is not appropriate for the event to be witnessed as dramatic or eventful as this provides an audience and possible celebrity status to the individual concerned.
- It may be appropriate, at times, to exit a child to another team. Such strategies should have been agreed previously with the teachers concerned and the team leader.

Exiting is not about giving the class or teacher a break from disruptive pupils although this may be a welcome outcome. Exiting pupils without strategies to reduce unacceptable behaviour is counterproductive, does nothing to improve the situation and will be viewed as a failure, on the schools part, to understand and improve the behavioural issues associated with the child.

A “traffic light” or similar system works well in many classes and should be introduced across the school. The system works as follows.

- a) A red, amber, green traffic light type display is placed in a prominent position. Pictures or names of each child in the class are velcroed or blu-tacked to the display.
- b) All pupils start the day on green. Inappropriate behaviour leads to a warning. If the warning is unheeded the child is placed on amber. Amber is the final warning. If, after being placed on amber, the child continues to misbehave he/she is placed on red. Being placed on red leads to:
  - sanctions
  - a letter home to inform the parent that the child has engaged in repeated unacceptable behaviour during lesson time.
  - at the discretion of the teacher exiting procedures.
- c) Pupils have the ability to redeem themselves and pupils should move back from amber to green if the initial warning is heeded and subsequent behaviour is good.
- d) Pupils who reach an agreed trigger level (e.g. three reds during a half-term) may be placed on STEP 2 of the Behaviour for Learning Policy and parents invited in to school to discuss joint action on improving behaviour.

Staff should always consider whether there are issues in teaching, learning, classroom management or organisation that may impact upon the child's behaviour. Peer grouping and friendship issues, differentiation, pace, motivation, appropriateness of task should all be considered before assuming there is a "within child" issue that accounts for unacceptable behaviour. Once these are eliminated it is then appropriate to consider SEN and disciplinary procedures to deal with the behavioural problem. The need to log inappropriate behaviour is important in enabling us to understand what the triggers or precursors are (if any) to unacceptable behaviour.

Our behaviour logging system includes:

- Informal classroom behaviour logs
- Computerised behaviour logging at STEP 2 to STEP 5.
- Records of meetings and action plans between teachers and parents at STEP 2 and above.
- Individual Behaviour Plans at STEP 3+
- Serious Incident Reports for issues that move immediately to STEP 3
- Risk assessments for those pupils who pose a high level of threat towards other pupils and/or adults.

As class teachers know and understand each individual child in their class better than anyone else they assume a high degree of responsibility for reducing unacceptable behaviour. It is reasonable to expect class teachers to exert some influence and provide some support even when they may not be directly involved with the class.

Although there is no expectation that staff generally will remain on school premises during lunch breaks, directed time for teachers and paid time for support staff during mid-session breaks dictates that every member of staff should be willing and able to support a child or children in crisis even if they are not timetabled to be with the class. This also applies to PPA and management release time when the needs of a child supersede other tasks being undertaken by the class teacher. It is suggested that:

- a) the class teacher should always handover to and takeover from the PPA/Release teacher to ensure that issues prior to and following the release period are addressed.
- b) the class teacher should periodically check that the class is working to the usual behaviour and work expectations
- c) be "on call" should issues arise during the PPA/release time.
- d) ensure that any member of support staff usually working with the class is present during PPA/release time.

#### **4. THE ROLE OF ALL STAFF ON PLAYGROUND DUTY**

- 4.1 Teachers and support staff will ensure children exit their classrooms, visit the toilet and make their way to the playground in a safe and orderly manner at the end of each teaching session. In this way we help to ensure children are not left unsupervised in situations that could give rise to unpleasant and dangerous occurrences.

- 4.2 Staff on duty will constantly observe, and monitor the behaviour of the children at all times. Supervising staff will “actively” patrol areas, paying particular attention to blind spots and try to anticipate flash points.
- 4.3 The school will regularly review and implement, as appropriate, self-regulating schemes such as “Playground Friends” or the PALS programme. It is important that the pupils are encouraged to take an active role in creating a pleasant, caring and supportive environment during break and lunch time periods. The School Council will have a part to play in determining such procedures.
- 4.4 Welfare Staff have a difficult task at lunchtime. They are not as well trained or paid as teaching or support staff and have direct contact with children for a shorter period of time and at a time when children are, not unreasonably, “letting off steam.” Welfare staff are required to supervise children throughout the lunch period and consequently should be afforded the same courtesy and respect as other staff. Welfare staff are assisted by teachers and support staff taking an active interest in “their” children’s behaviour during the lunch period. The Senior Midday Supervisor keeps a record of inappropriate behaviour during the lunch period and behaviour slips completed by welfare staff will be forwarded to the class teacher concerned. Inappropriate behaviour that occurs at lunchtime will be logged for all those pupils who are at STEP 2 of the Behaviour for Learning Policy. Teachers will monitor and attempt to influence unacceptable behaviour by their pupils which occurs outside normal teaching time.
- 4.5 If a child fails to meet the acceptable standards of behaviour in the playground during breaks or at lunchtime the following may happen:
- Reasoning
  - Verbal reprimand
  - Staying by a member of staff on duty
  - KS1 standing on a shape – used as sanction for inappropriate behaviour in the playground.
  - KS2 standing by the wall – used as sanction for inappropriate behaviour in the playground.
  - Involvement of team leader, assistant head or head teacher if a child needs to be sent in from the playground
  - Continuous monitoring of playground behaviour by the class teacher using a behaviour progress chart if required.
  - Communication with parents to elicit parental influence and support
  - Denial of playtime for a period of time but provided with a supervised alternative.
  - Removal of privileges
  - Meeting with parents
  - Lunchtime exclusion

It is important that lunchtime staff are made aware of special considerations or strategies employed for certain pupils experiencing behavioural problems in school.

## **5. THE ROLE OF THE HEADTEACHER**

- 5.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, 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.

- 5.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3 The head teacher keeps records of all reported serious incidents of misbehaviour.
- 5.4 The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Parents have a right of appeal if they believe their child has been treated unfairly. Permanent exclusion has to be confirmed by a formal meeting including representatives of the LA and the governing body.

## **6. THE ROLE OF PARENTS**

- 6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2 We explain the school ethos in the school prospectus. We expect parents to understand and support this.
- 6.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and school, and we inform parents if we have concerns about their child's welfare or behaviour. Parents should ensure that their children arrive dressed in the correct uniform, on time and prepared for a school day. Behaviour will be an area of discussion at all parents' consultation meetings.
- 6.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher who will make a written record of the discussion. If their concerns remain, they should contact the team leader, assistant head or head teacher. If these discussions cannot resolve the problem, they should contact the chair of governors. A formal grievance or appeal can be implemented.

## **7. THE ROLE OF GOVERNORS**

- 7.1 The governing body has the responsibility of setting the school policy on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in the implementation of the policy.
- 7.2 The head teacher has the day-to-day authority to implement the behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

## **8. USE OF REASONABLE FORCE**

8.1 The following are extracts from the Department for Education advice for head teachers, staff and governing bodies. The school has taken note of the advice and guidance provided and this forms part of our Behaviour for Learning Policy

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### **8.2 What is reasonable force?**

a) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

b) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

c) 'Reasonable in the circumstances' means using no more force than is needed.

d) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

e) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

f) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **8.3 When can reasonable force be used?**

a) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

b) In a school, force is used for two main purposes – to control pupils or to restrain them.

c) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

8.4 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### 8.5 Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

#### 8.6 Power to search pupils without consent

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- 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.

### 9. FIXED-TERM AND PERMANENT EXCLUSIONS

9.1 Only the head teacher, or assistant head acting for the head teacher, has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

9.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

9.3 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed exclusions beyond five days in any one term.

9.4 The governing body itself cannot exclude a pupil or extend the exclusion period made by the head teacher.

9.5 The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

9.6 When an appeals panel meets to consider an exclusion, they consider; the circumstances in which the pupil was excluded; any representation by parents and the LA; and whether the pupil should be re-instated.

9.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

## **10 MONITORING & RECORDING**

- 10.1 The Lead behaviour Professional responsible for the "Behaviour for Learning Policy monitors the effectiveness of this policy on a regular basis and reports to the head teacher, SMT and Standards and Effectiveness Committee and makes recommendations for further improvements. Team leaders and phase leaders are required to monitor behaviour issues for the children and classes for whom they have a line management responsibility. It is reasonable to expect team leaders and phase leaders to have an informed knowledge of behavioural issues and contribute positively to the regular review of behaviour in the school.
- 10.2 Repeated incidents of "low-level" misbehaviour are recorded under the STEP 1 process of this policy. The class teacher manages minor classroom incidents. The accumulation of repeated incidents of "low-level" misbehaviour will lead to the class teacher forwarding a Concern Sheet, with evidence, to the Behaviour Support Team for consideration of official placement on STEP 2.
- 10.3 Once a child is at STEP 2 regular reviews will be undertaken. It is anticipated that good management and consistent support will lead to most pupils "coming off" STEPS after a short period of time. However, regular review may lead to some pupils being placed on higher STEP levels.
- 10.4 The head teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 10.5 It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Pastoral Support Meetings**

- 10.6 Pastoral Support Meetings will usually be arranged at STEP 3 of the procedures. Informal discussions should already have been held with parents or the appropriate adult. The Pastoral Support Meeting will lead to a formal and recorded action plan (IBP) to help reduce and eliminate the inappropriate behaviour. School and home will agree common and supportive strategies. Details of the objectives support and timescales should be included. At this stage parents or the appropriate adults should be made aware of the range of actions and sanctions that may be employed in the future if behaviour does not improve. This includes referral for psychological assessment, engagement of outside agencies and even the possibility of exclusion. The school has a Pastoral Support Meeting template to help ensure consistency. It will be usual to involve the teacher, support assistant, behaviour, team leader and SENCO at this meeting. The head teacher will be invited whenever his/her presence is required. Consideration will also be given to inviting the FLM who may already have dealings with the family or can help advise on future strategies.

## **Serious Incident Log**

10.7 The school maintains an electronic Serious Incident Log in the Behaviour for learning folder to record serious issues of inappropriate or potentially dangerous behaviour. The Initial Notification of a Serious Incident is a simple record of the event with a reference number Class/Year & Report No. e.g. (4B/11 01). This is completed immediately following a serious incident if it is not possible to complete the full report at the time. A report which provides a detailed account of the incident or issue must be written up as soon as practicable, and certainly before the close of day and inserted in the relevant file. The head teacher must always be informed at the earliest opportunity and have access to the initial report. He should have a written copy or access to the full report by the end of the working day.

A serious incident should always be considered as at least a STEP 3 event. Depending upon the seriousness of the event a child could go immediately to STEP 5 and exclusion!

## **Child Protection Files**

10.8 Child Protection Files are used to maintain records relating to children who are considered to be at risk or in danger of harm. The head teacher is the Senior Designated Person. The Family Learning Mentor is the deputy SDP and has a major involvement in issues of this nature and holds most documentation relation to Child Protection Issues. Concerns regarding potential child protection issues should be brought to the attention of the SDP. All staff are reminded of the need to complete an A10 when a disclosure or observation may point to a child protection issue. A10s are given at the earliest opportunity to the FLM.

## **Health & Safety File**

10.9 The Health & Safety File records serious accidents necessitating professional medical attention and particularly those that may have a “duty of care” element.

## **Care & Control File**

10.10 It may be necessary in the interests of children’s safety and well-being to occasionally intervene physically to prevent injury or serious damage. The school will always support staff that make the professional judgement to intervene reasonably to prevent injury and serious damage. The Care and Control File records incidents where “restrictive physical intervention” has been used. These are standard forms that should be completed after the use of restrictive physical intervention.

## **Individual Behaviour Plans**

10.11 An Individual Behaviour Plan (IBP) serves the same purpose as an Individual Education Plan (IEP) in that it records agreed strategies to tackle the special needs of an individual child. The IBP template should be used to record the behaviour, potential triggers for inappropriate behaviour and strategies employed to counter the behaviour. Parents or appropriate adults should be involved in the creation of an IBP. The plan should be a working document with clear but achievable targets. It should be reviewed regularly. A child with an IBP should be placed on the school’s SEN record so the SENCO should be informed and provided with, or have access to, a copy of the IBP. An IBP will usually be completed subsequent to a Pastoral Support Meeting when a child has been placed at Stage 3 of the Behaviour for Learning Policy.

## **Risk Assessments**

10.12 Rarely, a pupil may be in school but considered to pose a potential risk to other pupils or staff. This risk may not be limited to aggressive or violent behaviour. When this occurs a risk assessment should be undertaken which identifies the risk, strategies employed to minimise the risk and action to be taken if there is an incident or event that compromises the health, safety and welfare of others. The school has a Risk Assessment template which should be used on these occasions.

## **Racial Incident File**

10.13 The Racial Incident File records incidents that are racially motivated or perceived as such.

## **Complaints File**

10.14 The Complaints File is used to record complaints about actions of members of staff or the policies and practices of the school and the school's actions and responses following a complaint.

## **Lunchtime Behaviour**

10.15 The Senior Midday Welfare Assistant also adds to the Central School Behaviour Log by recording inappropriate behaviour at lunchtime. Slips completed by welfare staff recording inappropriate behaviour will be filtered by the Senior Midday Welfare Assistant. Incidents will be recorded on the Central School Behaviour Log for those children on STEP 2 of the Behaviour for learning process. The original slip will be passed to the class teacher after the incident has been recorded in the Central School Behaviour Log.

## **11. REVIEW OF THE POLICY**

11.1 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **12. GENERAL PRINCIPLE REGARDING THE BEHAVIOUR FOR LEARNING POLICY**

- a) The vast majority of our children behave in a reasonable manner and display respect for other people and property. This premise underpins the policy. When misbehaviour does occur, responses and punishments depend on the nature of the misbehaviour, the circumstances and the professional judgement of the staff involved.
- b) A consistent approach by all the adult members of the school community is essential in achieving and maintaining effective discipline.
- c) All adult members of the school community have a role to play in the Behaviour for Learning Policy of the school. High standards should be set, rules applied firmly and fairly and respect should be given and expected. Staff should regard themselves as being "on

duty" at all times and should never allow minor misdemeanours to go unchecked. Misbehaviour should be dealt with whenever and wherever it is witnessed in a consistent manner. If a member of staff other than the class teacher deals with serious misbehaviour, the class teacher should be informed of the nature of the incident and the sanctions employed.

- d) Any disciplinary steps should be followed up to ensure that appropriate actions have been taken. Empty threats are an incentive to further poor behaviour and should never be used.
- d) Relationships are vital. Staff should take the initiative in promoting good relationships. Greet and be greeted. Speak and expect to be spoken to. Smile, relate and communicate.
- e) Anticipate "problems" arising where children are learning and testing the boundaries of acceptable behaviour. All contact, formal and informal, contributes to standards of behaviour. Control behaviour by taking the initiative at every opportunity.
- f) All staff should treat with caution incidents that are reported to them and not witnessed by an independent party. It can be unwise to invoke sanctions on a child or group of children when relying on uncorroborated evidence.
- g) Discipline problems in the classroom can arise from organisational issues, inappropriate teaching method or content. If such problems arise, teachers are advised to consider whether they are providing appropriately differentiated work as well as adopting appropriate intervention strategies.
- h) If teachers wish children to complete schoolwork, or miss outdoor activities, as a result of inappropriate behaviour, at lunchtime or other break times, they must ensure these children are adequately supervised.
- i) Sanctions should not be used against a group of children when punishing the misbehaviour of individuals.
- j) Whenever possible children should be involved in the discussion of appropriate behaviour and encouraged to air their concerns about unacceptable behaviour. Class and assembly time, circle time and school council meetings may be used to raise such issues. Children should not be afraid to make disclosures if they are the victims of other children's misbehaviour.
- l) Disclosures, by children, of bullying or other inappropriate behaviour should always be taken seriously and acted upon.
- m) Parents who wish to query the sanctions applied to their child may discuss the matter in the first instance with the teacher involved and then if necessary with the assistant head teacher responsible for behaviour management or the head teacher.
- n) A positive approach to discipline is more effective than a negative, confrontational one. Boundaries should be set early. Once these are established, positive behaviour

management strategies should be employed. Good behaviour should be the expectation and generously rewarded with praise.

- o) Warm, friendly relationships amongst all members of the school community, children and adults, are a strong incentive to good social behaviour.
- p) Staff should be aware that they should not put themselves in a situation where their actions can be misinterpreted either accidentally or maliciously. Situations in which a member of staff and a pupil are alone should be avoided and, when disciplining children, the member of staff concerned should try to ensure that there are witnesses present or at least the disciplinary measures are taken in a public place.
- q) Discipline is the responsibility of staff employed within the school. Parents and voluntary helpers should always refer discipline issues to a responsible member of staff for resolution. In no circumstances should parents or voluntary helpers working in the school employ sanctions on pupils.

Dear Parent/Carer,

As you are no doubt aware there are concerns about your child's behaviour in school. This inappropriate behaviour is having an adverse effect upon the learning of your child and/or that of other children in the school.

It is important that there is a rapid improvement in your child's behaviour and, therefore, your help and involvement in this process is appreciated.

This report card identifies one or a small number of behaviour targets for your child to try and achieve during the week. Each day of the week has been divided into five sessions. Four of these are teaching sessions and the fifth relates to lunchtime. Your child's teacher or another member of staff will indicate in the relevant box with a smiley/sad face or a tick or cross whether the target has been met during the session. There is room for the teacher and parent to make a comment on a daily basis. The card will be brought home at the end of each day and returned to school the following day. There is also room for the head teacher to make a comment and it will be usual for him or her to see the child with the report card at the end of the week to monitor progress. It must be noted that improvements in behaviour usually occur gradually over time and a Report Card full of ticks or smiley faces may be an inappropriate expectation in the "early" days.

If your child does demonstrate a willingness to improve and is succeeding in meeting the targets I would appreciate if you would negotiate some form of reward with your child to demonstrate your pleasure in his/her progress.

As you will appreciate, continuing unacceptable behaviour which interferes with the good order of the school and prevents effective teaching and learning taking place cannot be accepted. Your help in this matter, working with staff of the school is appreciated.

Claire Murphy  
**Head teacher**

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Claire Murphy  
**Head Teacher**

### Chaucer Community Primary School Report Card

<b>Name of Child:</b>					<b>Week Commencing:</b>		
<b>Target for the week:</b>							
Day	Session 1	Session 2	Lunch	Session 3	Session 4	Teacher Comment	Parent Comment
MONDAY							
TUESDAY							
WED'DAY							
THURSDAY							
FRIDAY							
<b>Headteacher Comment:</b>							

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## Anti-Bullying Policy

### Rationale

At Chaucer our aim is to allow our children to attain high standards of individual achievement in a happy, friendly and secure environment. It follows, therefore, that everyone at our school has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to the maximum of their potential.

Bullying of any sort prevents this happening and prevents equality of opportunity. It is everyone's responsibility to stop this occurring and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Chaucer School.

### Definitions of Bullying

Bullying is **deliberate hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves**. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

### Actions to Prevent Bullying

1. Prevention is better than cure so at Chaucer we will be vigilant for signs of bullying and **always take reports of bullying seriously**.
2. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop self-esteem and confidence. This will also foster a respect for themselves as individuals with rights and responsibilities which should also be respected in others.
3. We will use SEAL materials, PSHE, assemblies, national anti-bullying initiatives and Circle Time, to raise awareness of and to prevent anti-social behaviour including bullying.
4. Pupils are regularly reminded that keeping information from an adult will never help the problem to be solved. Prompt action will avoid undue suffering.
5. **We aim to create an atmosphere in which victims know they will be listened to and actions taken to stop bullying**

### Actions to Tackle Bullying

1. All reported incidents of bullying will be taken seriously and investigated as soon as possible by a member of staff. The adult will remain neutral and give opportunities for all individuals involved to have their chance to speak in a situation appropriate to their needs.

2. Upon discovery of an incident of bullying we will discuss, with the children, the issues appropriate to the incident, their age and level of understanding.
3. After allegations or disclosures of bullying the alleged bully and the victim should be interviewed separately to gain a clear insight into each child's understanding of the incident. A bullied child may feel intimidated if interviewed with the alleged bully. Wherever possible witnesses to the event should be interviewed and their accounts recorded also
4. If bullying is proven, the child who has bullied must apologise to the victim and be told that future behaviour will be monitored. Accounts of the incident should be recorded in the Central School Behaviour Log and the bullying child placed at Stage 2 of the process. In this way further incidents of inappropriate behaviour, bullying or otherwise, will be noted on the child's record and further action taken at Stage 3 and beyond if necessary.
5. If the bullying behaviour is serious and pre-meditated then it should be considered as a Serious Incident and treated as such and will become a Stage 3 issue. In most cases a thorough investigation of the alleged incident and discussions with the children concerned are sufficient to prevent a reoccurrence. However, there should always be a follow up review involving all parties to assure that the bullying behaviour has ceased. This follow-up period should be no more than two weeks after the initial incident. This review should also be recorded in the Central School Behaviour Log.

(NB. If bullying includes or is perceived to be racist abuse then it should be reported to the head teacher to be recorded as a Racial Incident.

### **Parental Involvement**

The parents of bullies and their victims or alleged bullies and victims will be informed. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to them. (See above) Where unsubstantiated allegations are made against another child the head teacher will inform the parents in question about the allegations. Where adults make allegations against other children the head teacher WILL inform the parents.

One case of bullying is one case too many and it is essential to constantly review this policy to ensure we are in a position to strengthen our approach if necessary.

The Anti-Bullying Policy is an integral part of our Behaviour for Learning Policy.

## LUNCHTIME CODE OF CONDUCT

1. Children should behave in a sensible, caring manner towards each other and be respectful towards all adults.
2. No fighting or rough play will be allowed.
3. The children should line up quickly and with no fuss when they hear the whistle.
4. Children should wash their hands before eating their meal.
5. Children should enter the dining room quietly, ask nicely for their meal and sit down sensibly.
6. Children bringing a packed lunch should likewise enter the dining room quietly and sit down sensibly.
7. Good manners are expected at all times and the children should talk quietly to others on their own table.
8. Tables should be left tidy after their meal and any rubbish taken home in their lunch boxes.
9. Children should only enter school at lunchtime for their meal, to go to the toilet, to have a drink or report to a teacher for an activity.
10. On a wet lunchtime or a very cold day, children may have to remain inside their classrooms, under the supervision of welfare or support staff. Children are expected to behave sensibly and busy themselves until it is time to go to the hall for lunch or the start of the afternoon session.
11. Clear instructions about resources that may be used during indoor lunchtimes should be given to welfare staff. Curriculum desktop computers may be used but the interactive whiteboard, laptops tablets and teachers' laptops should not be used by pupils.
12. Children should not leave the school premises without permission at lunchtimes. If any child goes home for lunch, they are not expected back on the premises until 13.15 pm.
13. If a child feels ill, or is involved in an accident they should report the incident to a welfare assistant, who will arrange for first aid treatment., Where appropriate, the accident or illness should be reported to a member of staff "on duty" at lunchtime so that parents or more appropriate medical assistance provided.

The school **may** operate a "Time In" or other facilities at lunchtime supervised by members of staff. The purpose of "Time In" is NOT a punishment. It is a "safe haven" for vulnerable children who find it difficult to thrive during the busy and sometimes hectic lunch period. It is a place to "cool off", discuss issues and perhaps formulate strategies for the future. Unacceptable (naughty) behaviour at lunch time, as at any other time in the school day, should be dealt with using the "stage procedures" consistent with our Behaviour for Learning Policy. Following discussions with parents, this could result in the child being sent home at lunchtimes.