



CHIPSTEAD VALLEY
ACADEMY TRUST

Behaviour Policy

New Valley Primary School

September 2015



Aims

The Chipstead Valley Academy Trust promotes high standards of children's behaviour at New Valley, based on six expectations of behaviour. Promoting good behaviour is the responsibility of every member of the school community.

Expectations

- 1. Treat the classroom as a place of learning**
- 2. Create a calm atmosphere in and around school**
- 3. Show respect and consideration for all**
- 4. Take responsibility for your own behaviour**
- 5. Enjoy your free time and allow others to do the same**
- 6. Represent your school well to the wider community**

The expectations (Appendix 1) are introduced and revisited at dedicated assemblies, at the beginning of each school year. These expectations are displayed around the school and on the wall of each classroom. They are discussed at regular intervals by the class teacher and the class. In this way, the boundaries of acceptable behaviour are clear. Children consistently receive positive feedback for what they do well.

Rewards

- Positive feedback
- Recognition in a weekly 'Star of the Week' assembly
- House points, contributing to a weekly team competition
- Sharing of positive achievements with parents (including text messages, photocopies of good work and notes written in the contact book), other teachers and members of the leadership team
- End of term Achievement Awards

Sanctions

The school employs sanctions to enforce the school rules, and to ensure a safe and positive learning environment. These can be found in the *Hierarchy of Sanctions* (Appendix 1). Responses are appropriate to the level of seriousness of the misconduct. Children have a clear picture of the progression through the hierarchy.

Resolving Conflicts

Children are encouraged to take responsibility for sorting out their own conflicts. Members of staff model resolution strategies and support the children in reaching successful conclusions.

The Role of Staff

Staff must be consistent and treat children fairly. All members of staff deal with incidents of misbehaviour and apply appropriate sanctions. More serious incidents are reported to the class teacher for recording. Particularly serious incidents are reported to a member of the Leadership Team.

The Role of the Class Teacher

It is the responsibility of every class teacher to ensure that the school expectations are met. Each class teacher must ensure that their class behaves in a responsible manner during lesson time and around the school.

If a child misbehaves in class, the class teacher keeps a record of all such incidents and takes appropriate action. The class teacher is responsible for recording inappropriate behaviour and the resulting action in the class behaviour log. If a child continues to misbehave, the teacher involves the child's parent/carer, seeks help and advice from the Leadership Team and implements a behaviour plan if necessary.

The Role of the Head of School

The Head of School supports the staff by setting the standards of behaviour, implementing the policy and recording serious or repeated incidents.

The Head of School, in conjunction with the Executive Headteacher, has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious anti-social behaviour, the Head of School may, after discussion and agreement with the Executive Headteacher, permanently exclude a child (see Fixed Term and Permanent Exclusions below). These actions are taken in conjunction with the school governors.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about behaviour. Parents receive texts home regarding their children's positive contributions to school life. If parents have any concerns about the way in which their child has been treated, they initially contact the class teacher. If the concern remains, a member of the Senior Leadership Team is involved. Parents may follow the formal complaints procedure, if they consider the matter has not been resolved.

The Role of the Local Governing Body (LGB)

The governing body is responsible for implementing and reviewing the effectiveness of the policy and supporting the Head of School and Executive Head Teacher in

carrying it out.

Fixed-term and Permanent Exclusions

Only the Head of School or Executive Headteacher has the power to exclude a child from school. A child may be excluded from school for one or more fixed periods, for up to 45 days in any one school year. In particularly serious cases, a child may also be excluded permanently. It is also possible to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If a child is excluded, the parents/carers are informed immediately, given reasons for the exclusion and told that they can, if they wish, appeal against the decision to the LGB. The school informs the parents about the appeal process. The Head of School informs the Local Authority and the governing body of:

- **Permanent exclusions**
- **Fixed-term exclusions of more than five days, in any one term**
- **Exclusions which would result in a pupil missing a National Curriculum test.**

For all other exclusions the Head of School must notify the Local Authority and LGB, once a term. Notifications must include the reasons and the duration of any fixed term exclusion. In addition, within 14 days of a request, the LGB must provide to the Secretary of State, information about any exclusion within the last 12 months. In the case of a permanent exclusion, if the pupil lives outside of the Local Authority in which the school is located, the pupil's 'home authority' of the exclusion must be informed immediately.

The governing body has a discipline committee, which considers any exclusion appeals. The panel considers the circumstances in which the child was excluded and any representation by parents, before making a decision on whether the child should be reinstated.

Expectations of Behaviour

1. Treat the classroom as a place of learning

To achieve this expectation you should:

- Listen to the person talking.
- Make sure you are ready to start the lesson at the right time and with the right equipment.
- Put your hand up if you want to speak or ask a question
- Try to follow instructions.
- Ask if you do not understand something.
- Aim to make progress in every lesson.
- Make sure your homework and reading tasks are done on time and to the best of your ability.
- Move sensibly around the classroom.
- Be polite to others and respect their property.
- Follow any other rules your class agrees to as part of the classroom contract.
- Remember - always allow others to work.

2. Create a calm atmosphere in & around school

To achieve this expectation you should:

- Always walk.
- Walk on the left, taking particular care when moving up or down stairs.
- Use the toilets sensibly.
- Be silent on your way to and from assemblies.
- Remember that other groups of children may be working when you are walking or waiting in corridors.
- Walk sensibly when moving between buildings.
- Enjoy but respect school displays.
- Use the cloakroom sensibly and pick up the belongings of others if you find them on the floor.
- Leave the school building promptly at break and lunchtimes, remembering to take all that you need with you.

3. Show respect & consideration for all.

- To achieve this expectation you should:
- Be sensitive towards the feelings of others.
- Listen and respond politely to all adults in our school.
- Help anyone who feels lonely or left out.
- Help to ensure that nobody is bullied.
- Celebrate the successes of other children.
- Remember to allow adults and others carrying heavy objects, through doorways first.

4. Take responsibility for your own behaviour.

To achieve this expectation you should:

- Co-operate with all staff at all times.
- Always present yourself smartly in full school uniform.
- Be careful about what you say to others, take care not to offend them.
- Never encourage others to argue or fight.
- Never push, kick or hit another child.
- Do not get involved in other people's arguments.
- Do not bring valuable items to school.
- Try hard to keep on task in lessons and make the best progress you can.
- Always tell the truth.
- Be prepared to apologise when you are in the wrong.

5. Enjoy your free time & allow others to do the same.

To achieve this expectation you should:

- Look after each other and play together sensibly.
- Play with equipment in the right way.
- Speak to an adult politely when you have a problem or need to go into the school building.
- Respond quickly and quietly to bells or whistles.
- Show good manners in the eating areas.
- Follow the rules about the different playing areas and times.
- Play with consideration for others, no fighting of any kind.
- Remember and act upon the rules for your own behaviour.
- Look after anyone who seems lonely or upset.

6. Represent your school well to the wider community

To achieve this expectation you should:

- Behave well on school trips and visits.
- Show respect and consideration to visitors to the school.
- Behave calmly and responsibly on the way to and from school.

Guidance on sanctions for unacceptable behaviour

Whilst all staff emphasise and reward positive behaviour, there are inevitably occasions when the standard of behaviour of individuals falls below our expectations. The following explains the unacceptable behaviours and appropriate sanctions. They apply to break and lunch times, swimming, and breakfast and after-school clubs

Break and lunch time advice/actions for staff

Circulate constantly within your designated area, maintaining a particular focus on key areas (e.g. football areas/toilets/trim trails)

Engage with the children as much as possible

When dealing with issues of poor behaviour/suspected poor behaviour

- **Try to speak in a calm voice**
- **Remove the individual from the scene/other children**
- **Give the child the opportunity to explain his/her behaviour**
- **Speak to other children as necessary (avoiding speaking to large groups)**
- **Decide, and where possible agree, on appropriate sanction. Please refer to table below.**

The following table gives likely examples of behaviour and relevant sanctions

Behaviour examples	Outcome	Sanction
<ul style="list-style-type: none"> • Low level disagreements between children • Inappropriate use of equipment • Failure to observe agreed procedures • Loud voice / rushing /inappropriate use of equipment in canteen 	<p>Quiet conversation outlining reason for poor behaviour</p>	<p>None</p>
<ul style="list-style-type: none"> • Repetition of above • Play fighting • Potentially dangerous but non-deliberate use of equipment • Lack of immediate response to request/instruction from staff • Inappropriate use of toilets 	<p>Verbal Warning</p>	<p>Name and brief explanation in behaviour log – option of 5-10 minutes ‘time out’ in designated area</p>

<ul style="list-style-type: none"> Over-zealous arguing in ball games 		
Behaviour examples	Outcome	Sanction
<ul style="list-style-type: none"> Repetition of above Disrespectful towards staff Lack of responsibility for actions Rudeness/swearing (probably in the heat of the moment) Aggressive pushing in the context of ball game 	'Time out'	<p>Child isolated from peers for a short time, proportionate to the misdemeanour.</p> <p>Child to complete 'Reflection Sheet' at next available playtime/lunchtime.</p>
<ul style="list-style-type: none"> Repetition(s) of above Vandalism Verbal abuse (using foul language) towards children or adults Serious challenges to authority Violence/fighting (may be exceptions for self-defence) Racism (also recorded separately) 	Immediate referral to member of Leadership Team	<p>Child sent/escorted immediately to SLT member.</p> <p>Child to complete 'Reflection Sheet' at next available playtime/lunchtime.</p> <p>Parents/ carers informed.</p>
More serious or repeated incidences of red card offences	Further sanctions which may include internal exclusion, or fixed-term or permanent exclusion	

Class Behaviour logs - Each class has a log, in which is recorded significant instances of inappropriate or unacceptable behaviour. It is the responsibility of the adult witnessing or dealing with the behaviour to inform the child's class teacher, who in turn has responsibility for recording incidents in the class behaviour log.

Breakfast and After-School clubs

Breakfast and After-School clubs should use the same system with the following adaptations:

- Behaviour log for verbal warnings to be kept by lead worker
- Yellow card forms should be passed by the lead worker to relevant class teacher, as soon as possible. Reflection Room time should be on the same day for breakfast club and the next day for after-school club. The class teacher must ensure attendance.
- For any serious incidents, a member of the SLT should be contacted immediately.

Reflection Sheet

Name: _____ Class: _____

Date: _____



Please read this first:

- 1. You have been give reflection time to think about your behaviour today.
- 2. It is your responsibility to work, with your class teacher, on how to make better choices for the future.

You now need to complete this sheet, thinking carefully about the answers you give.

1. Underline the New Valley expectation you did not follow today:

- Treat the classroom as a place of learning.
- Create a calm atmosphere in and around school.
- Show respect and consideration for all.
- Take responsibility for your own behaviour.
- Enjoy your free time and allow others to do the same.
- Represent your school well to the wider community.

2. Describe what happened...

3. What should you have done differently?

4. What are you going to do now to make sure your behaviour in future is positive?

Please take this to be signed by either Mr Steward, Mrs Dubben or Mr Young. Then hand it in to your class teacher for him/her to sign.

Senior Leader: _____

Class teacher: _____