

Cheadle Primary School



Behaviour and Discipline Policy

School Ethos

Cheadle Primary School strives to provide an inclusive, learning rich environment where children feel safe to take risks to enable them to reach their full potential. Pupils are encouraged to take pride in their achievements and embrace change in a positive manner. Learners are inspired to embark on a lifelong learning journey to develop knowledge, skills and become well rounded individuals that flourish in our ever-changing society. We follow the six SUMO principles to support pupils to enhance the social and emotional aspects of learning.

Rationale

The term 'Behaviour' at Cheadle incorporates a wealth of attributes that include: learning behaviour, appearance, attendance, attitude, conduct and responsibility. Children need to live their school life through our 5 core values of: **Self-Belief, Responsibility, Respect, Resilience and Integrity.**

Cheadle Primary School believes that behaviour is a shared responsibility. We expect all stakeholders, school staff, children, parents and governors to be committed to establishing a learning environment which promotes positive behaviour and relationships of mutual respect based on a sense of community and shared values. We believe that children have the right to learn in an environment which is conducive to learning and promotes high levels of engagement. It is our primary aim that every member of the school community feels valued, respected and that each person is treated fairly. We believe that all stakeholders must take ownership of their behaviour. We are **all** responsible for our own actions.

Aims of the behaviour policy

- To outline rewards and sanctions and how they will be fairly, flexibly and consistently applied
- To define acceptable behaviour and to make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that result as a consequence
- To promote good and outstanding behaviour through a system of rewards which will encourage children to have high expectations and aspirations of themselves and others
- To promote positive behaviour, self-discipline and foster mutual respect for other people and the environment
- To enable pupils to become increasingly independent learners that develop a life-long love of learning
- To teach positive values and attitudes through the curriculum that celebrates difference and diversity. See appendix for values themes taught across the year
- To provide clear, fair procedures to deal with inappropriate behaviour when it does occur
- To be fully supported by all stakeholders and to role model the correct manner in which we deal with situations

Expectations of the behaviour policy

- The school expects every member of the school community to behave in a caring and considerate way towards others
- To ensure children can see behaviours are dealt with consistently across the school (SUMO)
- Good behaviour is expected and rewarded. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour
- To reach high levels of self-esteem where children are happy, feel good and enjoy each others company (SUMO)
- To enable children to deal with conflicts in a positive manner giving them the coping strategies to reach positive outcomes (SUMO)
- To help children understand consequences and impact of their behaviours on others (SUMO)
- For all stakeholders (staff, governors, parents, children) to work together to ensure a calm, safe, stimulating learning environment

Responsibilities

Children are expected to:

- behave in an orderly, purposeful and sensible manner
- show courtesy and respect to all members of the school and visitors
- be thoughtful, kind and helpful to others
- have a standard of appearance (uniform) demonstrating their readiness to learn
- have positive attitudes and willingness to learn

Parents are expected to:

- be aware of the school's behaviour policy and actively support it discussing any issues/problems with staff, Headteacher, governors in a respectful manner
- fully support the home/school agreement
- be polite and reasonable in dealings with school
- show respect for others by being mindful and thoughtful when using **social media** sites

Staff are expected to:

- set high standards of social behaviour by role modelling: politeness, being well disciplined, having an organised approach and embracing school based tasks with enthusiasm
- listen to children, making it clear that their opinions and reactions matter and giving them time to talk through actions and responses
- seek every opportunity to reinforce the behaviour policy through a positive approach, dealing firmly and fairly with those who do not maintain the high standards that is expected of them

Governors are expected to:

- refer all matters regarding discipline to the Headteacher or chair of Governors
- be familiar with and actively support the school's behaviour policy
- follow the governor's code of conduct

Expected behaviour

At Cheadle Primary School we expect pupils to:

- be polite and courteous to all people at all times
- show respect, kindness and consideration for others
- appear smart and ready to learn, wearing the correct uniform at all times
- have an excellent attitude to learning
- take turns and behave fairly in all situations
- keep the school tidy
- look after school property, their own and that of others
- behave sensibly and move around the school safely at all times
- listen to others and try to understand differing points of view
- allow others the opportunity to learn by managing their own distractions
- aim high and complete all tasks/activities to the best of their ability
- walk around school in a calm manner

Unacceptable behaviour:

The following behaviours are unacceptable:

- Cheadle does not tolerate behaviour, including low level constant disruptive behaviour, that impacts on others learning or safety
- physical or verbal bullying
- behaviour which shows disregard for property and could damage schools, their own or that of others property
- use of rude or abusive language, which includes swearing and use of offensive words
- anti-social or aggressive behaviour directed at others e.g. hurting other physically or threatening them, this includes towards children and staff

- anti-social or aggressive behaviour directed at others particularly on the grounds of race, culture, gender or ability
- the playing of rough and dangerous games
- poor attitude to learning
- poor appearance
- use of social media to discuss school matters, children or staff (including texting)

The staff has, with pupil involvement, established rules that clearly define the high standards of behaviour and the positive ethos that we expect in the school environment

Behaviour in assembly

- Children will enter and exit the hall in silence and listen to the music.
- Children will sit crossed legged on the floor – quietly organised by staff
- Children should show respect for the person leading the assembly as well as for others that are listening and participating in the assembly.
- Different values will run as themes across assemblies and these will be the basis for other assemblies.

Behaviour at playtimes:

- Children will be dismissed from classrooms for playtime.
- Children will be supervised while collecting their coats .
- Children are expected to walk to the playground in a safe and orderly manner. During playtime no children should be in the school building unless supervised by an adult.
- Children who would like snacks from the kitchen must go to the hall in a safe and orderly manner and as soon as they have purchased their snack exit the building to the playground safely.
- Behaviour on the yard should be respectful of others, safe and sensible. Children demonstrating any of the unacceptable behaviours listed should expect to receive a sanction in line with our school behaviour strategies.

Pupils with special educational or emotional needs:

The school has a highly successful SEN (Special Education Needs) department that caters for the needs of pupils that are identified as needing more support. Children from time to time may need intervention from external agencies and every effort is made to ensure we follow recommendations to ensure progress is made in all areas of education, this includes behaviour. Cheadle Primary School have invested in an experienced Family Support Worker who is available to support both children and families. We now have a new resource called The Treehouse. This is where the Family Support Worker is based each afternoon. She is involved with the Hope Project – this project helps to support our pupils. We have a referral system in place so that the FSW can be contacted and the necessary provision put in place. Pupils in greatest need can self-elect to go and visit The Treehouse during the afternoon sessions.

Our FSW is also available to support and run interventions for pupils that find emotional well being difficult. This may be a long or a short term intervention e.g. dealing with counselling, parental separation etc.

Rewards

At Cheadle Primary School we celebrate learning, good behaviour and good attitudes towards learning. We believe that a positive approach to behaviour and attitude helps learners to have high expectations and aspirations of their own and others behaviour. Rewards can be demonstrated in a number of ways such as:

- staff acknowledge and congratulate children
- verbal praise
- stickers, tokens, class based incentives
- house points – winner shared in celebration assembly
- sending to another class for praise
- sending to the Headteacher, Assistant Headteachers, Phase Leaders or other staff for praise
- star of the week certificate – text is sent home – mention in weekly newsletter
- acknowledgements in celebration assembly for out of school achievements
- class attendance award – shared in celebration assembly
- Headteacher award stickers
- half termly activities session where children who have shown consistently good or outstanding behaviour get to choose from a range of activities during the last week of the school term e.g. art activities, football, ICT, 'movie and munch' (film and popcorn), games etc.
- Praise postcards to be sent each half term, three children per class. These are intended for children who have consistently displayed outstanding effort and have gone above and beyond expectations.

The class teacher will use their discretion to decide if children are not allowed to attend due to poor behaviour. This will depend on how many times a pupils has had to change their card over that half term. Children who do not attend the activity afternoon will catch up with learning that they have missed due to poor behaviour. These pupils will participate in reflection activities with Mrs Breeze.

Behaviour Strategy – Dealing with inappropriate behaviour

The main behaviour strategy that Cheadle Primary School follow is guided by the principle of '**Good to be Green**'. This strategy acknowledges positive behaviour but also follows a process if unacceptable behaviours occur. However, Cheadle expects 'good' behaviour and therefore has adapted the strategy so that it recognises outstanding behaviour. Our aim is for all stakeholders to demonstrate outstanding behaviour.

Outstanding Behaviour

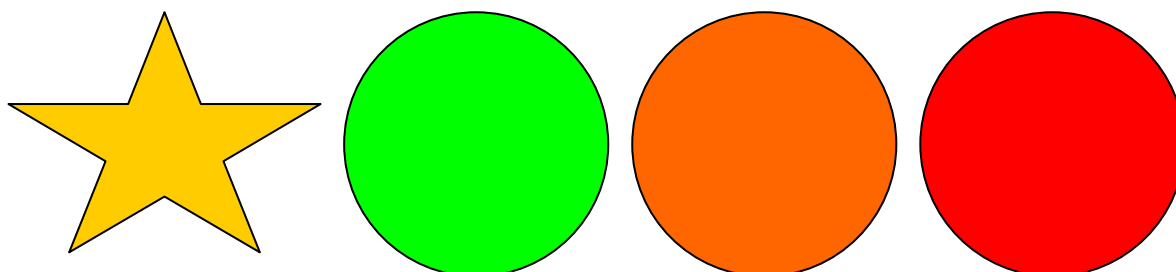
Is all of the expected behaviours and the following:

- displays curiosity and a love of learning
- consistently super smart appearance
- drives own learning and shows independence of thought
- going above and beyond by continuing learning at home
- being a positive role model that has an impact on other children and the classroom environment

Children who consistently display good and outstanding behaviour will participate in our end of half term Good to be Green activity session.

Our Cheadle Charter

In each classroom the behaviour strategy will be supported with a Class Charter and a **traffic light** visual display. Each class will decide on their charter at the start of each academic year.



Each day the children will start on green, they will be encouraged to move to the gold star by demonstrating outstanding behaviour. Gold and green are expected behaviours and the children will stay on those colours and receive rewards stated earlier if they do so.

However, if the children find managing their distractions difficult or begin to display unacceptable behaviours then the following sanctions will be applied. Children will be given a warning to remind them to stay on track. If they:

Before moving to amber Phase 1 behaviours usually dealt with by class teacher	Amber	Red
<p>Several techniques will be used to encourage a child to stay on green behaviours e.g.</p> <ul style="list-style-type: none"> • redirect attention • proximity - standing near to • non-verbal signs • the 'look' • rule reminders • spotting good role models to point out expectations • giving choice • group responsibility • tactical ignoring of behaviour • verbal reminder <p><u>If child chooses to change their behaviour then they will move back to green, once they have paid back 5 minutes for an amber card and 10 minutes for a red card change.</u></p>	<p>If 'green' techniques fail then amber techniques are used a warning:</p> <ul style="list-style-type: none"> • Child moves their name from green to amber • moved seat • 5 minutes of playtime lost while catch up on lost learning – reflecting with the staff member who issued the card change 	<p>If behaviour continues after moving from orange and using the techniques to encourage positive behaviour fail then movement to red <u>could</u> result in the following sanctions depending on frequency and severity:</p> <ul style="list-style-type: none"> • 10 minutes of playtime lost • visit the phase leader • behaviour recorded • visit Assistant Headteacher • parents informed at the end of the day, by telephone or via contact books (KS2) • visit Headteacher
<p>NB – Children who are constantly moving into the amber may be moved straight to red or may have a different sanction (see levels below) as constant low level disruption is detrimental to learning. Children who constantly disrupt learning may have to be placed on report, this is where a child is monitored every lesson and has to visit either the phase leader, Sen Asst Headteacher or Asst Headteacher at the end of the day.</p>		

Phase 1 Amber card change Behaviours Usually dealt with by classroom teacher	Positive strategies used as part of the management in the classroom
<ul style="list-style-type: none"> • teasing or name calling • talking out of turn • shouting out • avoiding work/ wasting time • being noisy • arguing • stopping others from working • inappropriate comments • put downs • constant fiddling • inconsiderate behaviour • graffiti on books/files • chewing • incorrect uniform <p>All card changes will be added to SIMS, allowing SLT (Senior Leadership Team) to monitor frequency</p>	<ul style="list-style-type: none"> • redirect attention • proximity - standing near to • non-verbal signs • the 'look' • rule reminders • spotting good role models to point out expectations • giving choice • change of activity • group responsibility • tactical ignoring of behaviour • move seat/review seating plan • keep behind at end of lesson • loss of minutes from playtime or lunchtime to catch up learning • peer support or role models • use of self esteem • thanking pupils who are getting it right

Phase 2 Red card change Behaviours More serious behaviour may need involvement by phase leaders or SLT	Strategies to be used to manage behaviour
<ul style="list-style-type: none"> • not responding to positive strategies • consistent low level behaviour • interfering with other property • interfering with the learning of others • refusal to follow instructions • use of inappropriate language • leaving the room without permission • play fighting • throwing objects • dangerous/unsafe behaviour • repeated unkind behaviour to others • lack of respect towards adults • persistent poor attitude <p><u>Incidents must be logged on weekly behaviour logs</u></p>	<ul style="list-style-type: none"> • time taken from play and lunch time to catch up on work and learning time • written apology • removal to another class • apology to staff • behaviour report card – this will be shared with parents and kept in children's file • making up for missed work • individual behaviour contract with incentives • parental involvement • individual behaviour plan • involvement from EWO (Education Welfare Officer) • chat with FSW if appropriate • involvement of other agencies • removal from after school extra curricular clubs • unable to take part in other after school activities e.g. school discos

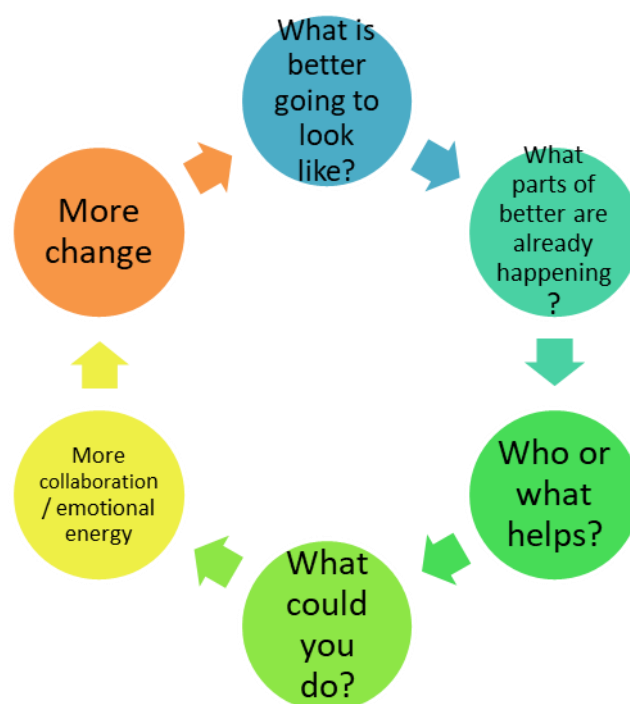
Phase 3 Instant red card change Behaviours Behaviours which would require the involvement of the Senior Leadership Team and may result in fixed term or permanent exclusion	
Serious behaviours – incident reports must be completed and recorded on SIMs	Strategies to be used to manage behaviour
<ul style="list-style-type: none"> • fighting • vandalism • intentional injury to another student • persistent argumentative behaviour • swearing at staff • threatening behaviour towards staff • racial abuse • stealing • physical abuse • verbal abuse to staff • sexual abuse • bullying • leaving the school without permission • spitting at another person • bringing weapons/drugs onto the school premises • bringing the school into disrepute • inappropriate use of technology and social media 	<ul style="list-style-type: none"> • work with parents • behaviour report • internal exclusion (to be documented on child's file and organised by SLT) • isolation within school • removal from all extra curricular activities including school discos • Headteacher referral • timetable modification • Governors discipline committee • EWO involvements • FSW involvement • CAMHS involvement • relate • IBP (individual behaviour plan) • fixed term exclusion • referral to inclusion panel • pre-permanent exclusion meeting • referral to Pupil Referral unit • police involvement • managed move • permanent exclusion
This is not an extensive list and exceptional circumstances may result in a different route of behaviour management and intervention	

NB - Verbal or physical abuse towards staff will not be tolerated, in the very rare cases where this happens governors will be involved and could result in parents/carers not being allowed onto school premises. Advice from the police will be sought.

Reflective system

If a pupil is on an amber or red card, the pupils will be given opportunity to reflect upon their behaviour with an adult who changed the card, who will use coaching strategies to discuss with the pupil what needs to change about their behaviour after Stopping, Understanding then Moving On (SUMO). (Use of the SUMO 'Faced with a Challenge' Questions to support the reflection process)

This will be done using a **solution focused cycle:**



Incident logs and recording of incidents

Class teacher will log all card changes on SIMS and keep a paper copy. This log will be collected weekly by phase leaders will be responsible for monitoring and analysing behaviour incidents and reporting back at Senior Leadership Meetings. The Senior Assistant Headteacher and the Headteacher will monitor and analyse whole school behaviour. These records will be used if behaviour becomes frequent and as evidence to support sanctions/consequences.

Confiscation

Confiscation is a lawful disciplinary penalty. School have the right to confiscate items that are deemed inappropriate for school or may cause harm to others. If items are confiscated, teachers/staff must fully explain to the child why this has to happen. Items will be stored safely and returned to the child or via the parent. Cheadle will seek advice from other agencies (e.g. police if items are deemed to be harmful - drugs or weapons.)

Policy monitoring and review

This policy will be reviewed annually, unless a behaviour encountered requires it to be reviewed at an earlier stage.

The school's Behaviour Policy should be read alongside:

- Anti Bullying Policy
- Equality Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Attendance Policy
- E-Safety Policy
- Acceptable Use Policy

Appendix

Cheadle School Values

Across the school year five core values and attitudes are taught.

- **Self-Belief**
- **Responsibility**
- **Respect**
- **Resilience**
- **Integrity**

These values are explicitly taught and focused on during our assembly themes. Our aim is to develop a good understanding of what each value means and what it looks like in action, both around school and in society. Within our five core values we learn about other principles and values which underpin our thinking e.g. within respect, we also think about tolerance, thoughtfulness and understanding. Our core values support children to become well rounded individuals that are able to flourish in our ever-changing society. These core values are on display in classrooms and referred to often. We have monthly values too that feed in to assemblies and class discussions.