Behaviour Policy and Guidance

Chesswood

Junior School

CHESSWOOD
JUNIOR SCHOOL
Dream - Aspire
Achieve

Policy Monitoring

Behaviour Policy and Guidance				
ID: P02	**Area:**	School	**Level:**	Behaviour Management
Document Type:		Policy	**Basis:**	Statutory
Background:				

Authorisation

Approval Authority:	Responsible Governors	**Approval date:**	01/09/2022
Approval Guide:	2	Governor assigned to the area would read, understand and approve amend/approve document, as appropriate. The full governing body would ratify on the recommendation of approval by the governor/s with area responsibility.	

Life Span

Live date:	01/09/2021	**Days:**	730
Term of Review:	1 Autumn	**End by:**	01/09/2023

RACI - Responsibility, Accountability, Consultation, Informed

Accountable Governor:	Philippa JACKSON
Responsible Governors:	Conceicao PEREIRA ROQUE, Elizabeth LIASSIDES, Philippa JACKSON, Rachel BAKER
Senior leader Accountabilty	Andrew JOLLEY
Leadership Accountability:	Jeremy HIMSWORTH
Operational Leadership:	James FACEY, Joanna PEACE, Louise OSWALD, Nik GILBERT, Timothy HICKS
Consulted:	Pastoral Support, Senior Leadership, Wider Leadership Group
Consultation Details:	Email, Leadership Report to Governors, Meeting Face to Face
Informed:	Whole School Community
Informed Details:	Website

Storage and Communication

System Location:	Y:\School Level\Policies\Behaviour and Discipline - Statutory\Behaviour Policy and Guidance.pdf
Hard Copy Storage:	Bluebell Room, Head Teacher's Office, PPA Office, Reception Area, Senior Leader Office, Snowdrop Room, Staff Room

Web Publication

Web Site Location:	**Website Requirement:**	Yes
	https://www.chesswood.w-sussex.sch.uk/page/?title=Behaviour+Management+Policy&pid=210	
School Web Path:	Home>Pastoral>Managing Behaviour>Behaviour Management Policy	

Equality Impact Assessment

Equality Impact Assessment

Age Impact:	Moderate	Age Impact Type:	Positive
Disability Impact:	High	Disab Impact Type:	Positive
Disadvantaged Impact:	High	Disadv Impact Type:	Positive
Faith Impact:	Low	Faith Impact Type:	Positive
Gender Impact:	High	Gender Impact Type:	Positive
Marital Status Impact:	Limited	MSImpact Type:	Neutral
Maternity Impact:	Limited	Maternity Impact Type:	Neutral
Race Impact:	High	Race Impact Type:	Positive
SEN Impact:	High	SEN Impact Type:	Positive
Sexual Orientation Impact:	High	SO Impact Type:	Positive

School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and social and emotional development within a vibrant, highly engaging learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

Policy Links

This policy should be read in conjunction with the following school policies

Policy/Guidance/ Poster	*System Link*
	School Website Link
School Complaints Policy	Y:\School Level\Policies\Complaints - Statutory
SEN Policy	Y:\School Level\Policies\Special Educational Needs - Statutory\SEN Policy
Teaching and Learning Policy	Y:\School Level\Policies\Learning and Teaching Policy
Equalities Policy	Y:\School Level\Policies\Equalities - Statutory
Playtime and Lunchtime Guidance	Y:\School Level\Policies\Play and lunchtime Guidance
Health & Safety Policy	Y:\School Level\Policies\Health & Safety- Statutory
Anti-Bullying	Y:\School Level\Policies\Behaviour and Discipline - Statutory\Anti-Bullying- Statutory
Child Protection Policy	Y:\School Level\Policies\Child Protection and Safeguarding - Statutory
Inclusion Team Response Guidance	Y:\School Level\Pastoral\Snowdrop Room

Supporting Material

- 5 -

Education and Inspection act 2006
Behaviour and Discipline in Schools – Advice for Head teachers and school staff (Dfe Jan. 2016)
Equality Act 2010
Use of Reasonable Force – Advice for Head teachers, school staff and governors (Dfe July 2013)
Searching, Screening and Confiscation - Advice for Head teachers, school staff and governors (Dfe Jan 2018)
Developing an Attachment Aware Behaviour Regulation Policy – September 2018
Improving Behaviour in Schools (EEF)
Paul Dix – When the adults change, everything changes

Contents

Policy Section

1. Introduction

1.1. Vision

All members of the school community will put the principles of the community code into practice at all times. As a result, all members of the school community will:

- feel safe and secure at all times,

- thoroughly enjoy their experience at Chesswood

- thrive personally, socially and academically

- be increasingly prepared and confident to contribute positively to wider communities

- be conscious of their rights and undertake their responsibilities as a member of a community seriously for the benefit of all in the Chesswood team.

1.2. Values

All staff will:

- Recognise behaviour is a form of communication

- Promote a positive solution focussed approach

- Differentiate expectations and response appropriately

- Build and sustain positive relationships with children

- Act consistently as part of the Chesswood team

- Not expect immediate results or returns

- Expect sabotage

1.3. Principles

The following principles underpin behaviour management at Chesswood and must be used in all decision making.

Respect	To support the school community in aiming to allow everyone to work together respectfully in an effective and considerate way.
Inclusion	In order to achieve expected standards of excellence all children and staff, regardless of gender, culture, language, socio-economic background, disability

	or special educational needs are expected to take a full, positive and active role in all aspects of school life – we are an INCLUSIVE school.
Excellence	Strive to achieve excellence in academic achievement and social & emotional development for all children so that they leave this school with the confidence and ability to take advantage of future opportunities and become good citizens. As such, it is imperative that all individuals within the whole school community manage their social and emotional regulation effectively so that all children can thrive and, attend with without fear or anxiety[1].
Positivity	Promote a positive ethos, built on a shared commitment to displaying courtesy, care and kindness at **all** times to **all** people within the school and wider community, regardless of difference and in preparation for being a good citizen.
Partnership	To develop an active partnership with parents as an aid to promoting good behaviour. This means involving parents at an early stage if any problems develop.
Resolution	When unacceptable behaviour occurs we will aim to work closely with the children and parents to resolve the difficulty quickly and ensure disruption to learning and confidence is minimal both for the child and others within the school community.
Equity	We treat all children fairly and apply this behaviour policy in a consistent way. However, fairness is not about all children getting the same (equality), instead it is about everyone getting what they need (equity).
Celebration	The school recognises and celebrates positive behaviour. We believe that this process of constant reinforcement of expectations significantly reduces risks, particularly the frequency and intensity of unacceptable behaviour. It also embeds a sustained culture of courtesy, care and kindness that allows children to thrive and 'be the best they can be'.
Proactive	Behaviour management in school is primarily proactive; with adults modelling and teaching prosocial and positive learning behaviours building a culture where children strive to demonstrate such behaviours intrinsically.
Intervention **Reflection** **Restoration**	We never set out to punish a child for any inappropriate act – this policy is not based on retribution. Childhood is a time to learn academically and socially and emotionally. In that same way we would seek positive intervention for a child struggling with maths calculations or spelling; we will seek positive intervention when unacceptable behaviour occurs. This should not be confused with a school that looks the other way or is unwilling to take robust action. Our response to incidents where there has been unacceptable

[1] A very small proportion of pupils will experience disproportionate fear or anxiety in response to behaviours that are acceptable, in such cases we will work with the child and family to support resilience. In such cases, we would not expect to set consequences for an instigator.

behaviour will be:
- Solution Focussed – putting things right
- Proportionate
- Risk Based
- Contextualised

1.4. Aims

Behaviour management at Chesswood Junior School should:

- Conform to statutory guidelines, at all times.

- Be driven by clear policy and procedure ensuring all members of staff and volunteers understand their responsibilities in the context of behaviour management and know the limits of these responsibilities.

- Ensure that health and safety of children, staff and visitors is not compromised as a result of challenging behaviour.

- Make every effort to ensure all members of the community understand their rights and responsibilities with regard to this policy.

- Maintain a culture, driven by education; the active celebration of good behaviour; early intervention and appropriate use of consequences; which experiences a very small proportion of negative behaviours against individuals or property.

- Protect victims – (individuals, groups or the school community), from the fear, anxiety, hurt, damage, disruption that individuals or groups may cause intentionally or through reckless unconscious actions.

- Recognise that perpetrators needs may need to be addressed before they are in a position to choose positive options in the same or similar situation in the future.

- Recognise that parental behaviour management exerts a critical influence on children's behaviour in school therefore parents are a critical factor in resolving or exacerbating, behaviour issues as they arise. As such, the school seeks to work in a close positive partnership with all parents who recognise the importance of good behaviour. Where this is not evident Chesswood Junior School will act in accordance with this policy and independently of parents.

When negative / antisocial behaviour occurs guide members of staff to:

- Promote a reflective and restorative approach to managing poor behaviour, choosing sanctions aimed at guiding the child to choosing positive options in the same or similar situations in the future.

- Understand that things that may seem trivial to an adult may present significant, genuine anxiety to a child and therefore adults must empathise with a child's perspective.

- Carefully investigate, in line with the seriousness of the incident:

    o Events leading up to the incident

    o The incident itself

    o The consequences of the incident

- Determine equitable consequences for individuals when responsibility has been proven beyond reasonable doubt, on the basis of the information available, and its integrity, presented at the time of the initial investigation.

- The level of consequence in relation to:

    o The seriousness of behaviour/incident

    o Previous behaviours and incidents children have been involved in.

    o The impact of the incident on those involved

    o Any identified special need that should be taken into account

    o The typical relationship between the children – friends, family etc

    o Any pre-meditation, revenge or malice involved

2. Rights and Responsibilities

2.1.   *The School*

Rights	Responsibilities
To fully implement their school behaviour policy – including rules and disciplinary measures. To expect pupils' and parents/carers' cooperation in maintaining an orderly climate of learning. To expect pupils to respect the rights of other pupils and adults in the school. Not to tolerate abusive or violent behaviour by pupils or parents/carers. To be clear about the limits of staff Members' disciplinary authority and to engage outside partners, such as children's services and police, as appropriate.	To ensure the whole school community is consulted about the principles of the school behaviour policy. To establish and clearly communicate the measures to ensure good order, respect and discipline. To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. To support, praise and, as appropriate, reward pupils' good behaviour. To apply sanctions equitably, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children – and offer support as appropriate. To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate, to arrange reintegration interviews for parents/carers at the end of a fixed period exclusion. To ensure pupil safety and well-being, including preventing bullying and dealing effectively with reports and complaints about bullying. To ensure that staff model good behaviour and never denigrate pupils or colleagues. To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. To use appropriate methods of engaging parents/carers and to support them in meeting their parental responsibilities.

2.2.   *Parents*

Rights	Responsibilities
Expect supportive dialogue between the home and the school, and be informed in a timely manner if school have concerns about their children's	Support their children's learning, in co-operation with the school. Work collaboratively with school, so children receive consistent messages about how to behave at home and at school - To respect the school's behaviour

welfare or behaviour.

To contribute to the development of the school behaviour policy.

To expect their children to be safe, secure and respected in school.

To appeal to the head teacher / governors, and beyond that to the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably.

To be listened to when complaining about the way the school has handled an issue and to receive a fair and prompt response.

To appeal against a decision to exclude their child if they are in disagreement with the decision, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.

policy and the disciplinary authority of school staff.

To help ensure that their child follows reasonable instructions by school staff and adhere to school rules.

Accept all members of staff act in 'good faith for the greater good' when managing children's behaviour. If the school has to use reasonable consequences to address behaviour, parents are expected to support the actions of the school.

To send their child to school punctually every day, suitably clothed, fed and rested.

To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.

To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.

To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.

If their child is excluded from the school, to ensure the child is not found unsupervised in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

2.3. *Children*

Rights	Responsibilities
Have members of the community follow the 'Bright Sparks' community code.	Follow whole 'Bright Sparks' community code at all times.
Be a full part of the Chesswood community.	Remember the community code applies when:
Be safe from harm, fear and anxiety at all times	in school uniform
Learn without disruption, at all times.	travelling to school
Rely on adults to help sort out any problem and put things right.	travelling home from school.
	Be an active member of the 'Chesswood team' and support others.

2.4. *Governors*

It is the responsibility of the governing body to:

- ensure the behaviour policy, designed to promote good behaviour and discipline, is followed at the school.

- make and review a written statement of general principles which the head teacher must have regard to in determining any measures taken to promote good behaviour and discipline.

- bring to the head's attention any measures they consider s/he should have regard to, and offer guidance as they consider appropriate. This should reflect current DFE guidance.

The governing body must

- Consult:

  o The head teacher;

  o Staff & Volunteers working at the school;

  o Parents of registered pupils at the school;

  o Registered pupils at the school

  o Other school partners.

- review the principles every two years.

- set down these general guidelines on standards of discipline and behaviour, and of review their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular behaviour issues. The Head teacher must take this into account when making decisions about matters of behaviour.

2.5.   *All employees and volunteers*

- It is the responsibility of every member of staff to:

  o constantly recognise and celebrate the achievements of each and every child within the school.

  o challenge and correct negative behaviour and correct this when they witness it in all areas of the school.

  o record incidents of negative behaviour in line with agreed practice.

- Each member of staff takes responsibility to treat all children with respect and be consistent when determining a sanction for poor behaviour.

- Where a child is on the SEN COP consideration must be given to the extent to which his or her behaviour management programme had been followed prior to the incident before determining consequences.

2.6.   *Class Teachers*

It is the responsibility of the class teacher to ensure that:

- the school code of conduct (Bright Sparks) is understood and followed in their class, and that their class behaves in a responsible manner during lesson time.

- high expectations of the children in terms of behaviour are consistently maintained, and they strive to ensure that all children work to the best of their ability.

- each child is treated equitably

- all children in their class are treated with respect and understanding.

- the classroom expectations are consistently applied

- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself according to policy. However, if misbehaviour continues, the class teacher seeks help and advice from their line manager, Pastoral, SENCO or SLT, as appropriate.

- The class teacher, through the SENCO, liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example,

discuss the needs of a child with the education psychologist or LA behaviour support service.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy.

- The class teacher will contact a parent at an early stage if there are concerns about the behaviour or welfare of a child, this may be in writing or verbally.

2.7. *Head teacher*

It is the responsibility of the Head teacher, under the Education and Inspection act 2006, to

- Create, implement and communicate a school behaviour policy consistently throughout the school community, reflecting the principles set forth by governors.

- Report to governors on the effectiveness of the policy using data collected in connection with behaviour management.

- establish a positive school ethos and promote effective learning by establishing:

  - clearly stated expectations of what constitutes acceptable behaviour

  - effective behaviour management strategies

  - processes which recognise, teach, reward and celebrate positive behaviour

  - processes, rules and consequences to deal with poor conduct

- Determine measures to be taken with a view to:

  - promoting, among pupils, self-regulation and proper regard for authority, good behaviour and respect for others on the part of pupils and, in particular,

    - preventing all forms of bullying among pupils,

    - securing that the standard of behaviour of pupils is acceptable,

    - regulating behaviour outside school premises when pupils are not in the charge of or control of members of staff

    - ensuring that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all

children in the school.

The Head teacher has the sole responsibility for giving fixed-term suspensions according to West Sussex exclusion guidance, 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. Both these actions are only taken after the school governors have been notified.

3. Communicating the Behaviour Policy

The behaviour policy is brought to the attention of all pupils, parents and staff annually. The agreed community code forms is the central element of this process.   The purpose of this is to share our common goals of achieving good behaviour in school. In Chesswood Junior School this is achieved as follows:

Pupils

Then 'Bright Sparks' community code will be specifically reinforced at the beginning of each term with the class teacher and referenced by all staff on a regular basis. The playground wall displays provide a clear reference for children on each of the playgrounds.

Parents

The behaviour policy is communicated through the school website. When parents meet with school staff in response to any significant behaviour issues, relevant aspects of the policy will be referenced and reinforced on an on-going basis.

Staff

The behaviour policy is reviewed in line with the set review schedule. Interim review and policy amendments, where a need for change has been identified, will be addressed at staff meetings.

4. The 'Bright Sparks' Community Code

Chesswood Bright-Sparks

Be the best we can be, at all times

Respect the rights of others and take our responsibilities seriously

Innovate – we are creative, ask questions, investigate new ideas

Go "the extra mile" in everything we do

Hold high expectations of ourselves and others

Turn up, turn up on time, turn up ready for action

Seize the opportunities we have and make the most of them

Persevere when challenged - think positively, find solutions, never give up!

Aspire to great things – 'Dream Aspire Achieve,' be extraordinary

Recognise our part in the community – school, local, national and international

Know we are part of the Chesswood team – we are willing to help and be helped

Show courtesy, care and kindness, all of the time

Guidance Section

Much of what is found in this guidance section builds on the research and guidance provided in the EEF's guidance report on 'Improving behaviour in school'. It is recommended that all staff read this report.

The majority of the guidance focuses on proactive strategies that promote positive behaviours. Having these as a whole school focus should reduce the need for reactive strategies dealing with poor behaviour. The guidance then outlines the schools reactive response to negative behaviours that occur.

Proactive Strategies – Promoting Positive Behaviours

2. Know and understand your pupils and their influences

Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. Many factors can influence pupil behaviour – it is important for adults to understand the interactions between positive and negative influences in the child's life and experience. This supports the adults in being proactive, understanding how to utilise the positive influences whilst recognising the negative and seeking strategies to mitigate against these.

Being in an informed position where staff can be aware of negative influences starting or continuing to affect a pupil's life is key to building understanding and to identifying the most effective behaviour management approach.
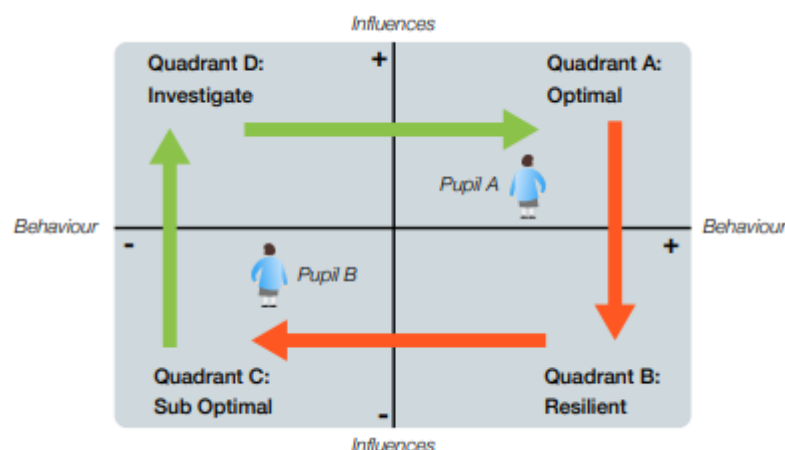
2.1.   Negative experiences that might influence behaviour (ACEs)

Understanding the negative experiences that impact on a child's life supports an empathetic and therapeutic approach to supporting children with their behaviours.

There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. ACEs are significant stressful events occurring during childhood or adolescence and can be direct, such as the child suffering abuse or neglect, or indirect, such as the child's parent suffering mental illness or drug addiction. The research suggests that ACEs have a strong link with chronic diseases, social and emotional issues, with a higher ACE score correlating with worse outcomes on all fronts. Two thirds of people have at least one ACE, but the 8% of people in England who have four or more ACEs are at an increased risk of a range of negative health outcomes such as heart disease, respiratory disease, drug addiction, or self-harm.

ACEs can be a helpful way of understanding how resources, strategies and intervention can be tailored towards individuals. Knowing about any trauma a pupil has experienced or is experiencing can inform support the school provides. The school's contextual information on a child supports teachers in developing a fuller understanding of individual children and the risks these may present. However, they are to be used as a way to help understand demonstrated behaviours and not to label a child or be an indicator of behaviour in themselves.

2.1.1. Further reading

https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/

http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces

https://www.nhshighland.scot.nhs.uk/Publications/Documents/DPH-Annual-Report-2018_(web-version).pdf

2.2. Key strategies that staff use to support this approach –

2.2.1. Building positive supportive relationships – inspiring and motivating

The first Teaching Standard states that a teacher must set high expectations which inspire, motivate and challenge pupils. This includes:

- establishing a safe and stimulating environment rooted in mutual respect;

- setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;

- and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Mutual respect is developed through a safe, motivating and stimulating environment underpinned by a positive approach. Evidence shows that a positive environment has praise at the heart of it, with a ratio of at least 5:1 positive to corrective interactions.

2.2.2. Meet and Greet

Teachers must consistently meet their children at the classroom door each day. This provides a positive and caring start to the school day. Teachers will develop their own positive strategies in this area but will likely include:

- Positive praise

- Brief check-in on wellbeing

- Relationship building

- Target setting

- Reminders – eg routines

2.2.2.1.   Further reading

https://www.teachervision.com/teaching-strategies/meeting-greeting-students-beginning-class

2.2.3.   Establish – Maintain – Restore

The EMR method can be used for all children, at a whole class level, but is particularly important frame for working with children who it is most difficult to engage with – used as a targeted intervention to support the building of positive relationships.

	Establish	Maintain	Restore (R³)
Definition	*Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)*	*Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)*	*Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)*
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R^3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

3. Teach learning behaviours alongside managing misbehaviour

Whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly 'manage' misbehaviour. A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task.

Developing learning behaviours should focus on the following areas –

Emotional: Relationship with self

Social: Relationship with others

Cognitive: Relationship with curriculum
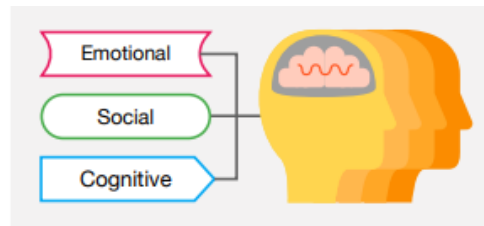
3.1. Teaching emotional learning behaviours

3.1.1. Positive emotional learning behaviours

Emotional learning behaviours include - inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence. Children with positive emotional learning behaviours are able to -

- Name emotions and expresses them with increasingly accurate vocabulary

- Manage impulses of personal behaviour

- Show pride in successes

3.1.2. Promoting positive emotional learning behaviours

- Build positive relationships

  o Meet and greet

  o Get to know children's strengths and interests

  o Praise positive behaviours

  o Check-in cards – Year leaders and SLT

- Reflect on positive emotion experiences

  o Intrinsic motivation is developed through the Thoughts-Actions-Feelings Circle: you feel good about yourself when you do positive actions which assumes correctly that you want to feel good about yourself

- Use of the regulation rainbow – language of emotions

- Discuss characters emotions – develop empathy

- Increasing engagement: Discussing a time the pupil has given up when experiencing a setback and challenging them to stick with the next task, listening to any concerns the pupil

has about being able to achieve or issues with self-motivation

3.2. Teaching social learning behaviours

3.2.1. Positive social learning behaviours

Social learning behaviours include pupil relationship with teacher, pupil relationship with peers, collaborative learning, and bullying. Children with positive social learning behaviours are able to -

- Focus on learning in class and can articulate this

- Be attentive to directions, listening to the teacher

- Show empathy and appreciate diversity

3.2.2. Promoting positive social learning behaviours

- Adults lead by example building mutual respect and positive role models

- Ensuring participation: Set a classroom culture where pupils are proud to say they found a task difficult at first and are not afraid to get things wrong. This supports children in social contexts when they get things wrong.

- Class roles and leadership support understanding of social interactions

    o Eg Reporter, recorder, group leader, time-keeper, resource manager

    o Class monitors

    o Y:\Teaching & Learning\Subjects\Learning and Teaching\Collaborative Learning

- Clear established class routines

- Active listening

- Promote diversity and inclusion – curriculum discussions

- Positive play expectations – break and lunch

    o Play leaders

    o Supported play

    o Active engagement from adults

3.3. Teaching cognitive learning behaviours

3.3.1. Positive cognitive learning behaviours

Cognitive learning behaviours include motivation, growth mindset, working memory/ cognitive load, and communication—improving through effective teacher-pupil dialogue, modelling. Children with positive cognitive learning behaviours are able to -

- Organise time and space for own learning

- Set goals and monitor own progress

- Talk purposefully with peers, valuing other opinions

3.3.2. Promoting positive cognitive learning behaviours

- Improving access: Ensuring the pupil has appropriately levelled work that will lead to the experience of success as long as they stick with it; praising the pupil for achieving and highlighting that their perseverance got them through it.

- Improving motivation: Extrinsic v intrinsic motivation

  o Extrinsic motivation in the form of external influences such as gaining rewards and praise—is useful to address some minor misbehaviours or to encourage positive behaviour. Teachers can use tangible techniques such as rewards and consequences, or less tangible strategies such as praise and correction, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.

- Growth Mindset

  o 'Growth mindset'—the theory that intelligence is not a fixed characteristic but can instead be increased through effort—suggests that teaching children to have this mindset can motivate children not only to improve academically but also to behave better. Teaching children skills such as collaboration and self-improvement can promote positive behaviour.

  o Encouraging a growth mindset rather than a fixed mindset involves, as a teacher:

    ▪ having a growth mindset yourself—truly believe that all your students will

achieve and improve;

- praising a students' effort rather than the person, the end piece of work or results ('You have worked so hard on this'; 'You're persevering brilliantly through tough new concepts'); and

- avoiding fixed mindset labelling that praises intelligence or talent ('You're so clever'; 'You're so talented'). Intrinsic motivation approaches are rooted in cognitive psychology but are challenging to implement impactfully in schools.

  o Growth mindset is about developing a culture, rather than simply add on extras such as assemblies and displays.

- Metacognition and self-regulation strategies (see teaching and learning policy)

  o Explicitly teach metacognitive strategies – plan, monitor, evaluate

  o Model thinking to help develop metacognitive and cognitive skills

  o Set an appropriate level of challenge to develop pupils' self-regulation and metacognition

  o Promote and develop metacognitive talk in the classroom

  o Explicitly teach pupils how to organise, and effectively manage their learning independently

3.4. Pro-Social Behaviours

Pro-social behaviours are any actions which benefit the individual and others around them. Prosocial behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation, and attitude towards themselves, others and their education.

3.4.1.   Positive pro-social behaviours

For example:
- positive relationships and interaction with peers and adults (tone of voice; body language)

- acknowledgement of own feelings, using positive language to support their needs ('I need

help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')

- identify, understand and accept mistakes as learning opportunities, and using a growth mindset to persevere and challenge themselves to complete the task

- identify, reflect and repair anti-social behaviour choices

- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

- demonstrating kindness, gratitude, empathy

3.4.2. Promoting pro-social behaviours

When teachers make space for prosocial behaviour in education and social learning, then they can illustrate that what pupils are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

We aim to promote pro-social behaviour through recognition including:

- giving personalised and specific verbal praise and positive feedback when children demonstrate these behaviours

- communication with parents/carers to highlight pro-social behaviours
  - end of school day / phonecall / postcard

- role modelling to peers throughout the school

- allocation of responsibilities and roles
  - play leaders / anti-bullying ambassadors / buddies

- acknowledgement of demonstrating 'Bright Spark' code

- celebration and sharing of learning in whole school assembly

- incidental rewards and praise

3.5. Praise and Positive Behaviour Reinforcement

3.5.1. Positive Strategies

It is recognised that positive policy and practice will promote good behaviour. Staff modelling of such practice will enhance positive relationships and encourage pupils promote and maintain positive relationships with each other. It is not the culture of Chesswood Junior School to raise their voice significantly to secure compliance of any child or group of children. Whilst it is recognised that

this will sometimes occur, for instance to secure immediate safety of children, no member of staff will use this approach with any frequency.

All staff in school will endeavour to promote positive behaviour by:

- Demonstrating and expecting good manners at all times.

- Provide a calm and purposeful atmosphere to promote children's learning where respect and consideration for others are paramount.

- Offering a supportive and friendly environment

- Providing a good role model

- Making the standards expected absolutely clear to pupils at all times.

- Regularly positively reinforcing and reminding pupils of expected behaviour.

- Having high expectations of all pupils in terms of both achievement and behaviour.

- Promoting self-esteem and a positive self-image.

- Providing a well-planned and engaging curriculum that stimulates high levels of interest and enjoyment which allows pupils to achieve their potential.

- Promoting a sense of personal responsibility and self-discipline.

3.5.2. Praise

Praise has an important part to play in creating a positive classroom atmosphere. Used well it can support the establishment and maintenance of good behaviour and positive relationships. It will also contribute significantly to a child's self-esteem.

Effective use of praise can be secured through:

- Ensuring it is genuine and that this is reflected in the tone that it is given

- Praising for a variety of efforts and achievements, including behaviour

- 'Catching the child being good'

- Ensuring that praise is not vague but that it is informative and makes clear reference to the effort or achievement being referred to.

- Being sensitive to the effects of public versus private praise

- Avoiding actions or comments which negate the effect of praise

- Ensure that the message that pupils efforts are paying off is clearly relayed

4. Classroom management strategies (high expectations)

4.1. Routines and visible consistencies

4.1.1. Classroom routines

Establishing good routines is an element of the Teachers' Standards for effective classroom management plans. Children respond well to structured routines because they minimise confusion about expectations, create a sense of security, and promote their independence throughout the day. A predictable, organised and calm environment is particularly supportive for children with SEND. Class teachers are responsible for identifying the key routines in their classrooms which support such an environment.

- Practical steps for establishing routines include:
  - Clear visual timetables
  - Developing procedures for each activity in the classroom
    - Identify key procedures e.g.
      - Entering the classroom
      - Giving out equipment / collecting equipment
      - Requesting support
      - Transition between lessons
      - Lining up etc.
    - explicitly teach procedures
    - practise these procedures until they become automatic ([Ambition Institute guidance](#))

You can expect to see smoother transitions between activities, an increase in positive interactions with your students, and greater efficiency in your instruction and facilitation of classwork.

4.1.2.   Whole School Routines

Routines are an important way to establish norms, set expectations, and otherwise build positive relationships in the school environment. They help everyone involved be on the same page, creating a sense of belonging through engaging in the 'Chesswood Way'. Visible consistencies support routines in that children know what to expect as a consistent approach is embedded. All adults in school are expected to enforce and embed the following -

Whole school routines include

- End of play / entering school

    o Whistle blown

    o Stop / Look (towards the adult) / Listen (silence)

    o Class cards

- Whole class moving around school

    o Single file

    o Silent

    o To the left

- End of the school day

    o Stagger access to lockers

    o Desk – tidy – behind chair – dismiss (teacher oversight throughout)

- Uniform

    o When in the building, shirts must be tucked in

    Further reading: When adults change, everything changes – Paul Dix

4.1.3.   Further routines guidance

Detail in this section is in addition to the detail within the community code

Moving around school	Assembly	Playtime
In addition to Bright Sparks: Walk in single file with your class. Walk in pairs with your friends. Walk around school calmly and quietly. Walk safely on the stairs. Walk on the left within the school	In addition to Bright Sparks: **Entry:** Sit down without speaking when asked. Keep your hands and feet to yourself. Listen to the music and think about the assembly focus.	In addition to Bright Sparks: **Playground** Ask before entering the building. Leave the building as soon as possible for the playground unless permission to stay in.

building.	Wait patiently and silently for the assembly to begin. **Exit** Stay seated without communicating until guided to exit. Stand without making any sound. Leave the hall in one line without making any sound. Remain in seating order – no over-taking	Stay out of the 'No Go' areas Move quickly through the 'no stopping areas' Always tell the truth about permission you have! Use school playground sports equipment only. Only bring and eat healthy snacks Go to the toilet during playtime Treat midday supervisors like royalty! 1st whistle stand still, wait for your class card to be shown before entering class. Do not enter with another class. **Wet Play** Only leave the classroom with permission – always ask. Use your time constructively Pack up your activity when the bell goes
The Dining Hall	**Computers**	**Lockers**
In addition to Bright Sparks: Queue quietly – as you would in a restaurant Courtesy, care and kindness - Use: Please may I have… Thank the kitchen staff every day. Eat your food sensibly with the correct cutlery. Remain in your seat until you have finished eating. Be calm and sensible when eating and drinking. Try your best to eat all or nearly all the food you have. Hot meals – scrape plates thoroughly and dispose of food carefully in the bin provided. Hot Meals - Place cutlery and plates carefully in the place provided.	In addition to Bright Sparks: Always follow the IT acceptable users policy. Always place the iPads back on charge after use. Only use computers in the common areas with permission Leave the computer on after use. Report any problem immediately to your teacher.	In addition to Bright Sparks: Locker zones - Only use your own property: unless you have permission to use other children's! Keep all your belongings inside locker ensure nothing is trying to escape. Close and lock the locker door before leaving it. Never enter another child's locker. Keep the locker zone tidy – nothing on top of the lockers.
Toilets	**Home Time**	
Act sensibly in the toilets. Always flush the toilet. Always wash your hands. Check all taps are turned off before you leave.	Clear your desk area – table and floor, leaving it neat and tidy. Pack your equipment, reading book and any homework carefully. Collect bags and coats calmly and quietly. It is a busy and dangerous time - Use the green cross code Find the safest place to cross Stop just before you get to the kerb Look all around for traffic and listen If traffic is coming let it pass When it is safe, go straight across the road – do not run. Be Bright (Sparks!) – Be Seen	

4.2. Communicating expected behaviour

4.2.1. Community Code

The class teacher discusses the community code with their class every term. Classroom codes should be agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during a 'circle time' session.

The Head Teacher and/or Deputy Head Teachers will share the school code within assembly every term and will refer to specific elements through collective worship and whole school time frequently during the term.

The community code is displayed on each playground to support reflection with children when required.

Staff must use the language of the community code in setting expectations and reminding children when their behaviour does not meet expectations. This supports a consistent approach across the school.

Particular attention should be shown to

- Be the best you can be

- Show courtesy, care and kindness

4.2.2. Positive Environment

Effective communication will encompass several techniques to cater for the diversity of learners in the classroom.

- 5:1 praise:correction ratio

- The classroom environment must be overwhelmingly positive. Adults should provide positive commentary on desired behaviour in the classroom to increase children's awareness of expectations and motivate them to regulate their own behaviour.

- Breaking the negative feedback loop of calling out poor behaviour involves describing what the students behaving correctly are doing:

  - "I love the way that Sam waited for my instructions before he moved to his desk."

  - "Isn't it amazing how quietly 'x' group sat down and waited?"

  - "Rachel is being a great helper by showing Ollie what page we're reading."

  - "Great effort, Max. I know it can be hard for you to focus, but today you were ready to work and finished 10 questions. Let's build on it tomorrow."

- This is especially effective for children who consistently demonstrate negative learning behaviours to get adult's attention. If possible, ignore any unwanted behaviours whilst directing attention to a pupil acting appropriately and give them praise. Children will learn that the pupils who get positive attention are the ones who follow classroom expectations.

4.3. Time Management

Although it's important to be flexible at times, children need to learn to complete activities during given timeframes. When lesson planning, teachers can create a strong sense of structure by allocating consistent timeframes for daily activities.

Implementing time management procedure involves:

  - Setting a timer - alarm / teacher instruction

    - Explicitly teaching them that the sound means:

      "Stop" (equipment down, sit up straight)

    - "Look" (eyes to the front)

    - "Listen" (no talking, active listening)

To embed routines they need to be practised.

By training children to be better in their time management, they will –

  - learn to complete activities within set time limits

  - transition between activities more smoothly

  - reduce idle time

4.4. Reinforcing positive behaviours – rewards (celebration)

Putting in place clear reward systems can improve pupil behaviour in the classroom when used as part of a broader teacher classroom management strategy. We recognise that rewards can be a purely extrinsic motivation. This can be positive in the short term. However, our goal is to develop pupils with an intrinsic desire to be the best they can be in all areas of their school life.

At Chesswood, we seek to celebrate all areas of pupil achievement, in all areas of the curriculum, and all positive learning and social behaviours.

Celebration includes –

- Praise – highlighting effort, positive learning and pro-social behaviours and achievement

- Use of certificates to recognise the above (see certificate and award guidance)

- Postcards home – sharing positives with the family

- Providing responsibility as a recognition of positive attitudes and behaviour

- Public affirmation – eg in assemblies

4.4.1. Informal and formal rewards

Informal Rewards	Formal Rewards
Mini Perks –line up first, leave first at the end of the day. Non-verbal praise – thumbs up, a smile, shake hands. Overt verbal praise – thank you, well done, amazing improvement.	Class responsibilities – pencil sharpening, chairs, book monitors etc Public Praise – send to another adult; demonstrate to group or class Speak to parents directly – playground, telephone. Use of homework book Written praise as part of marking Work displayed in class Work published on school website. Work displayed around school - display boards, TV screens. Senior Leaders 'Gold Award'. Work placed in pupil CV.

	Postcard to parents
	Work and achievement shared in class celebration time.
	Awarding of house points
	House Points certificates (gold silver, bronze)
	Class cups – (Be the Best You Can Be' Award, Courtesy, Care and Kindness Award, Extra Mile Award (Homework Cup), Year Group Attendance Cup (class with best overall attendance).

Children are not permitted rewards such: additional playtime, sweets or chocolates. Staff should avoid rewarding children with presents.

4.4.2. House Points and Awards

All children are allocated to one of the four houses on entry to Chesswood. They remain in their house throughout their time at Chesswood Junior School.

4.4.3. House Points

- Any member of staff may award house points for anything they believe deserves recognition.

- Children may be referred on to the Head Teacher or Deputy if the work or achievement is truly outstanding. At this point they receive a leadership gold sticker award and they will receive a further 10 house points.

- Children representing the school at any event will receive housepoints automatically, with the potential for further house points for outstanding performance. These will be given once in a term for an activity which has more than one event, e.g. football fixtures or other repeating sports fixtures, music concerts or performances etc.

- There is no daily limit on the award of house points i.e. points may be given in consecutive lessons for different achievements.

4.4.4. Collection

- House point sheets are placed in each class for children to record their house points on. The sheet also includes school representation and leadership award sections. House points should be recorded using tally marks and entered into the correct section.

- Children are responsible for entering their own house points, if they forget, they will be lost. In

exceptional circumstances, a member of staff may take responsibility for ensuring house points are entered, for instance to support a child with memory difficulties.

- House points MUST NOT be removed once given. With the exception of House points added wrongly with intent will precipitate the removal of all house points for that child for that term. The child concerned will only be able to collect house points from the start of the next term.

- Children are free to add their house points to the chart at appropriate times e.g. as the class are dismissed for play, lunch or home time. They must not place house points on the chart during lessons or when an adult is not present in the room.

- Class teachers are invited to use a more visual system to continually encourage children to strive for excellence e.g. a sweet jar where children may place tokens in for each house point gained.

- The house point collection sheet will be collected for house point calculation and replaced with an empty poster at periodic times during the term.

- The house points are entered into an Excel spreadsheet by the designated member of the administration team. This provides an on-going record of house point achievement.

4.4.5. Communication

- The data from the spreadsheets is used to communicate to classes and the whole school current positions for the houses every half term.

- Information given to classes will include:
  - Top 5 house point earners within the class.
  - Year group results for each house.

- Information shared with the whole school will include:
  - Top 10 house point earners within each year group
  - Year group and whole school results

4.4.6. House Point Certificates

Accumulated house points will link to the awarding of certificates on each term using the following principles:

- The top 6 points scorers in each class will receive a gold certificate.

- The next 8 points scorers in each class will receive a silver certificate.

- The 10 points scorers in each class will receive a bronze certificate.

A dedicated assembly will be held at the beginning of spring term, the beginning of the summer term and the end of the summer term to present gold award winners with their certificates. Parents will be invited to join this celebration of achievement. Other certificates will be presented in class by the class teacher.

Each term the house point tally is wiped clean and the process is repeated from scratch. However cumulative certificates will also be awarded at the end of the year in keeping with the termly certificates.

4.4.7. Class Cups

Each class teacher will award 3 cups twice during each half term (approximately every 3 weeks). Class cups will be awarded for the following:

- 'Be the Best You Can Be' Award - awarded to the pupil who has demonstrated through their attitude, application and achievements that they best fit this aspect of the school code.

- 'Courtesy, Care and Kindness' Award - awarded to the pupil whose actions have stood out significantly in this aspect of the school code.

- 'Extra Mile Award' - awarded to the pupil has made a significant commitment to out of school learning through the quality and/or quantity of their 'take away' tasks.

Pupil's receiving these cups will have their photograph taken with it and these will be celebrated through display. Cups will remain in school at all times.

The awards will be made in class as part of a small celebration assembly, which may also include the sharing of particularly good work or other achievements.

4.4.8. Attendance Awards

- Full and regular attendance at school is of vital importance to children's learning. In recognition of this, and to help promote good attitudes and habits, the following wards will be made for attendance.

- Year Group Attendance Cup - awarded on a weekly basis to the class in each year group with best overall attendance. The cup will be displayed in the classroom until

the next award is made. Results will be displayed on the TV screens around school.

- Certificates termly for 100% attendance for individual pupils.

Reactive Strategies

5. Responding to negative behaviours

As outlined in this policy and guidance, the overwhelming majority of behaviour management in school is proactive and will impact positively on the good behaviours the overwhelming majority of children demonstrate in school, out of school and online. However, we recognise that when negative behaviours are demonstrated, clear and consistent action is required to manage these behaviours and maintain a safe and positive learning environment.

5.1. Principles when responding to negative behaviours (consequences)

'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.' Pam Leo

Consequences for negative behaviour must

- seek to support the victim (where there is one)

- ensure children get the opportunity to

  o **reflect** on their behaviour

  o make steps to **restore** the consequences of their actions

- reduce the risk of the behaviour repeating itself

- relate to the behaviour (for example a child would not be sent to supervised play for refusing to complete work)

- be focused on positive outcomes for all – not based on punishment

- take into consideration multiple factors (see 5.4)

  o previous incidents

  o complicating factors – SEND / trauma / ACEs

  o mitigating factors – eg what happened before the incident

- be communicated with parents – typically where the consequence is beyond an informal / minor action (eg corrective word / timer)

- not be humiliating or degrading by design or by accident e.g. listing children's names on the white board with a sad face – this is public humiliation

5.2. Reporting behaviour incidents

5.2.1. Low level infrequent incidents

Where behaviour incidents are low level, infrequent for a child they are most likely to be dealt with on an informal level with a corrective word / reminder. Such incidents do not need to be reported to the pastoral team.

5.2.2. Frequent low level / medium level +

All members of staff must report behaviour incidents by emailing behaviour@chesswood.w-sussex.sch.uk where the behaviour –

- Is of concern due to being (low level) repeated

- Medium and high-level incidents

- Where further investigation is required by the pastoral team

- Where more formal consequences are required

5.3. Investigating behaviour incidents

The first respondent to a behaviour email will be the learning mentor responsible for behaviour. They will lead on the investigation unless capacity or complexity requires other leaders / staff in school to be involved.

Investigations will be underpinned by the principles set out in this policy and guidance. The member of staff investigating should talk to as many children / adults involved to establish as far as possible 'beyond reasonable doubt' the facts surrounding the incident.

5.4. Deciding on consequences

When deciding on consequences for incidents of negative or anti-social behaviour, many factors need to be taken into consideration. None of these are designed to excuse the behaviours

but to support identification of the most appropriate and effective strategies to enable high quality reflection and restoration whilst reducing any future risks. The EEF research guidance on Improving Behaviour in Schools states that *'universal systems are unlikely to meet the needs of all students'* – recommending targeted approaches to meet the needs of individuals in school. The following diagram seeks to outline the key areas of consideration when setting consequences. We do not seek to punish but to seek the positive outcomes addressed throughout this document. Decisions will be supported by the 'Behaviour Levels' matrix (5.5)

Typically, consequences set will be decided by the learning mentor for behaviour, in line with the principles and guidance in this document. Regular discussion with the deputy head (pastoral) and SENDCO will support decision making and support tracking of repeated incidents where further intervention / consequences will be required. Any behaviour deemed severe must be discussed with the deputy head.

5.5. Levels of behaviour table

The following table supports decision making around the severity level of an incident. Repeated incidents would be deemed a higher level due to the fact the child is not managing to address the behaviour, therefore further consequences / intervention are likely to be required.

Low Level Incidents	Moderate Incidents	Serious Incidents
• Swinging on chairs • Snatching	• Throwing objects • Deliberate dishonesty	• Dangerous use of equipment - Pulling

• Poking/ Pulling • Refusal to share • Borrowing without asking • Deliberately being unkind • Pushing in line • Interfering, irritating others • Late to sessions • Interrupting e.g. Calling out • Bending rules • Wandering around school • Running in corridors • Not having correct school equipment • Not responding to reasonable requests – passive defiance. • Making inappropriate noises or actions • Deliberately wasting resources e.g. food, paper etc. • Passing notes • Reading or doodling while the teacher is talking	e.g. Lying • Breaking equipment with intent • Going beyond instructions with intent Climbing over/under furniture • Rudeness to any adults • Defacing work/property • Verbal abuse - name calling • Threatening behaviour where there is potential for emotional harm e.g. do this or you can't play. • Spitting – on the ground outside • Hiding from staff • Tripping others • Answering back • Directly refusing a reasonable request – active defiance. • Play Fighting • Physical Retaliation • Reckless behaviour – no significant damage to persons or property • Abusive language/swearing • Throwing food • Interfering with other children's food or drink. • Playing in toilets	chairs away • Theft • Biting(Any Premeditated intent) • Kicking (First Premeditated intent) • Hitting (First Premeditated intent) • Severe disruption to others' learning • Swearing/name calling at adults • Walking out of class unless previously agreed with the teacher • Threatening behaviour – likelihood of serious emotional or physical harm e.g. We will get you on the way home. • Intentionally spitting at and landing significant spit on a child or adult. • Vandalism - • Graffiti • Damaging the fabric of the building • Reckless behaviour – significant damage to persons or property • Spitting – on the ground inside or at another person. • Racist or discriminatory comments – regardless of intent. • Bullying • Cyber abuse – email, telephone, text.

The thresholds below will always be subject to professional judgement

5.6. Consequences and Intervention

The following types of consequences support adults in fulfilling the principles outlined above. Multiple consequences may be used to achieve this.

5.6.1. Educational Consequences (reflective)

These are consequences put in place by staff to help the child to learn, rehearse or teach about

their actions to aid internalisation of pro-social actions to avoid repetition. These may include, but are not inclusive of:

- Speaking with child, either publicly or privately (depending on circumstance), to address behaviour and remind them of expected behaviour.

- Use of appropriate 'timer' (see following section).

    o Time out – use of 1min, 3min, 5min 10min timers

- Completion of promise card

- Use of community code – reflect on where the code was broken – positive reinforcement

- Discussion with leader (Year Leader / SLT)

- Year leader check-in card

- Senior leadership check-in card

- Lunchtime reflect and restore session

- Afterschool reflect and restore session

- Loss of class or school privileges or responsibilities for a given period

- Positive play intervention – coaching

- Third person role play to understand peer/adult feelings - empathy

- Social stories

- Over-learning – repeated actions e.g. practising walking sensibly in the corridor

- behaviour related research / reading to understand how and why actions have impacted others

    o anti-racism programme

    o anti-discrimination resources

    o empathy resources

- expectation setting meetings with child and parent/carer

- completing or redoing tasks to the expected standard for the child

- pro-active modelling pro-social behaviours to younger peers

5.6.2. Restorative Consequences

Restorative consequences are actions taken that enable the child to make steps towards putting things right. They support both the perpetrator (to move on and rebuild relationships) and the victim (to know that action is taken; that they feel supported by adults in acknowledging the behaviour will not be accepted; to support them feeling safe and happy moving forward).

The restorative actions that school can take include, but are not inclusive of –

- Informal corrective talk and apology

- Lunchtime reflect and restore session

- After-school reflect and restore session

- Undertaking a community task, e.g. litter collection (wherever possible related to the behaviour)

- Letter of apology (resource – how to apologise)

- Verbal apology

- Restorative action e.g.

    o repairing display / clearing up mess / act of kindness

    o positive behaviour poster / presentation – eg anti-bullying, anti-racism etc

    o work requiring completion to be sent home, and supported by parents/carers

- modelling compassionate and empathetic qualities

- 5Rs – Relationship, Respect, Responsibility, Repair, Reintegration

- EMR relationship approach – Establish, Maintain, Restore

5.6.3. Protective Consequences (reducing risk)

Protective consequences are actions taken by staff in response to incidents of negative / antisocial behaviours. Their purpose is to ensure all pupils and adults feel safe within a positive learning environment with a primary focus on reducing the risk of repeated behaviour. All protective consequences must take into consideration the principles in 5.1 and other principles set out in this policy.

The protective actions that school can take include, but are not inclusive of –

- Moving position within the classroom or work at individual workstation

- Sensory Integration strategies (movement breaks / proprioception)

- Supervised play – increased supervision

- Year leader check-in card

- Senior leadership check-in card

- Identification of cause – remove for a specific period if appropriate – paint, football etc

- Motivation chart

- Internal exclusion or working in an alternative class for a given period

- an increased staff ratio

- limited access to outside space / unsupervised interaction with peers

- adaptation of access to school trip, residential or extra-curricular activity

- Snowdrop Room or alternative calm room/space

- Part-time timetable

- Behaviour plan / Risk assessment

- Internal referral to Early Help

- Refer to external agency

- Referral to CAMHS (including suggestion to parents of contacting GP)

- Fixed term exclusion

- Permanent exclusion

5.7. Recording behaviour incidents

The behaviour@ email records reports of negative behaviours reported in school. Where consequences are set, these are logged on the school 'Behaviour Tracker'. Longer term consequences / intervention eg supported play are recorded on the provision mapping tool / pastoral journey.

5.8. Reporting to parents

It is imperative to communicate proactively with parents where concerns arise concerning their child's behaviour. This does not include one-off low-level incidents, however, where low-level incidents become more frequent, school will seek to work in partnership with parents to support improvements in behaviour.

For medium and high-level incidents, parents will be contacted to inform them and seek partnership support in addressing the issues. We expect parents to support the school in setting the same high expectations and engage positively with educational, restorative and protective consequences.

5.9. Bullying

The school does not tolerate bullying or discrimination 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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear, although children may be fearful of consequences following an act of poor behaviour every effort should be made to communicate the process and sanction clearly to avoid any irrational fears developing.

5.9.1. Definition of Bullying

Bullying can be defined in a number of ways. It is important for the whole school community to have a clear understanding of the definition applied to policy and practice at Chesswood. We follow the Department for Education Guidance (Preventing and Tackling Bullying, Advice for head teachers, staff and governing bodies) which defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

This definition includes the three key characteristics of bullying i.e. it is:

• Deliberately hurtful (including aggression)

• Repeated often over a period of time.

• Difficult for the victim to defend themselves against.

Bullying results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Bullying can take place

between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others. The bully is often physically or emotionally stronger than the victim, or is perceived as such, so that it is difficult for the victim to defend themselves and there is often an imbalance of power.

For more information on bullying, see the school's Anti-Bullying Policy

5.10. Use of Force

With regard to use of force, all members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE publication 'The Use of Reasonable Force – Advice for head teachers, staff and governing bodies' (July 2013). The actions that we take are in line with government guidelines on the restraint of children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

5.10.1.   Guidance on Use of Force

All members of staff at Chesswood Junior School are authorised to use force within the guidance set forth below. Policy and practice is based upon guidance set out in Department for Education guidance.

5.10.2.   What is Reasonable Force?

- 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.

- 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.

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

- 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.

- 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.

o 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.

5.10.3. What types of incident might require the use of force?

There is no legal definition of when it is reasonable to use force. That will always depend on all the circumstances of the case. Any degree of force is unlawful if the circumstances do not warrant the use of force. Decisions on whether to use force must depend on judgments about:

- the seriousness of the incident, as judged by the effect of the injury, damage or disorder which is likely to result if force is not used;

- the chances of achieving the desired result by other means; and

- the relative risks associated with physical intervention compared with using other strategies

- Knowledge of the individual pupil

Wherever possible, these judgments should take account of the particular characteristics of the pupil, including his or her age and any special educational needs or disability he or she may have.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff.

Dfe guidance ('Use of Reasonable Force – Advice for Headteachers, staff and governing bodies (July 2013)) states that reasonable force can be used:

- to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder

- in school, force is used for two main purposes – to control pupils or to restrain them

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

Examples of situations where reasonable force might be used:

- prevent a pupil from attacking a member of staff, another pupil or to stop a fight;

- stop pupils committing, or on the verge of committing, deliberate and serious damage to property;

- stop a pupil who is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;

- remove a disruptive pupil from the classroom where they have refused the instruction to do so;

- to prevent a pupil from behaving in a way that disrupts a school event or school visit;

- to restrain a pupil at risk of harming themselves through physical outbursts;

- prevent a pupil from leaving the classroom where allowing them to leave would risk their safety or lead to behavior that disrupts the behavior of others;

- to prevent a who pupil absconds from a class or tries to leave school other than at an authorised time

    o The judgment on whether to use force in this situation would depend on an assessment of the degree of risk to the pupil if he or she is not kept in the classroom or school (age and understanding would be critical factors).

In all these cases use of force would only be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

Under no circumstances should force be threatened or used as a punishment.

Key staff will undertake training on the use of safe holds to use when dealing with various situations where positive handling or physical intervention is required. It is stressed again that reasonable force will only be used in situations if the desired result cannot be achieved in any other way without compromising safety.

5.10.4. Reporting and recording incidents

Schools should keep systematic records of incidents where staff have used force. This does not mean that schools need to keep a written record of trivial incidents involving physical contact between staff and pupils.

In deciding whether a written record is needed the following questions helpful:

- Did the incident cause injury or distress to a pupil or member of staff?

- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds would, for example, fall into this category.

- Can it justify the use of force? This is particularly relevant where the judgment was very finely balanced.

- Does it help to identify and analyse patterns of pupil behaviour?

If the answer to any of these questions is "yes" a written record should be made.

Such records should provide evidence of defensible decision making in case there is a subsequent complaint or investigation and should include:

- personal data about pupil on whom force was used (name, class group etc);

- context data (day, date, time, location);

- staff involved (directly and as witnesses);

- other pupils involved;

- nature of the incident;

- events leading to the use of force;

- any de-escalation or other strategies used to minimise need for use of force;

- reason for using force;

- description of force used (type, duration);

- subsequent actions, including those related to the welfare of the pupil and staff involved; and

- information given to other staff, parents and external agencies.

At Chesswood Junior School, we use an online form on the staff section of the website to record the above electronically.

All injuries should be reported and recorded in accordance with school procedures.

5.11. Discipline of pupil behaviour outside school grounds

Schools have a statutory power to regulate the behaviour of pupils when off school premises

and not supervised by school staff.

- Chesswood Junior School will investigate and consider consequences when incidents have occurred:

    o on the way to school or on the way home from school, at any point up to a child's front door. Additionally, this would apply to any child that has been home and returns to an incident regardless of being in school uniform.

    o When incidents involve e-abuse or e-bullying and it is either related to an incident in school, it may negatively affect any child in school or that it may be better resolved through school intervention.

    o When any member of staff has been attacked, abused or intimidated in any way by a registered pupil at any time.

    o When a complaint has been received about a child or group of children in school uniform, at any time.

Chesswood Junior School maintains a policy that a member of staff must accompany any school related trip i.e. sporting events, music concerts; as such the member of staff will take a lead in managing pupil behaviour.

5.12. Consequences outside school sessions (Reflect and Restore)

School staff have a statutory power to put pupils aged under 18 in after school sessions and on some weekend and non-teaching days.

After school reflect and restore session procedures:

- pupils and parents have been informed that the school uses after school sessions to support reflect and restore consequences;

- the school gives parents notice of outside school sessions

- A telephone call is an acceptable way of informing parents, the following information should be shared:

    o Details of the incident

    o Length of the session - up to one hour

    o The purpose of the session – the outcomes expected

o Pick up arrangements - parents should be given flexibility over the evening and in some circumstances the length of the session

5.13. Fixed-term and Permanent Exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for 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 a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, 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.

The Head teacher will inform parents of the circumstances and arrangements, in writing, within 24 hours of the decision to exclude.

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

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

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.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

5.14. Confiscation, retention and disposal of property

Schools can include confiscation of pupils' property as a consequence in their behaviour policy.

To be lawful, confiscation must be a reasonable consequence in the circumstances of the particular case.

Decisions about retention and disposal of confiscated property must also be reasonable in

the circumstances of the particular case.

- Normally any item confiscated will be returned to the child, or if more appropriate their parents, at the end of the school day. Should the item come back into school without permission consideration then should be given to confiscation for a more significant period of time.

- Confiscated items should be held securely by the member of staff concerned. The disposal of any item must be given careful consideration e.g. any item in excess of £5 will not be destroyed by any member staff. Items below that cost could potentially be disposed of, for example an elastic band brought from home and used inappropriately, a packet of chewing gum used within school.

5.15. Searching Pupils

Legislation outlines that it is lawful for authorised school staff to undertake a search of a pupil. A search can only take place with the authorisation of the head teacher. The law states that a search can be made to identify:

- Knives or weapons, alcohol, illegal drugs and stolen items; and

- Tobacco and cigarette papers, fireworks and pornographic images; and

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, 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.

Any search must conform to the following:
- Two members of staff must always be present at a search

- The search must be undertaken by a staff member who is the same sex as the pupil

- Where possible, it should take place out of public view

Where a member of staff suspects items other than weapons they should:
- Pursue the search in an open non-judgmental manner ensuring that if the item is not present they cannot be accused of unfair treatment.

- Request that the pupil show the contents of the specific item in question (bag, pocket,

mobile telephone etc.) and expect immediate compliance.

- When this is not forthcoming it should be classed as a serious behaviour issue and the head teacher should be informed before any further action is undertaken.

  o a consequence should be issued for non-compliance.

  o parents should be contacted, informed of the situation and either asked to attend the school or give their express permission to search the specific place. When there is no contact, child will face an internal exclusion until contact has been made

6. Consistency is key

"A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties." (John Cornwall 2015)

While classroom-level strategies have a big impact on pupil behaviour, consistency and coherence are paramount at a whole-school level. It is helpful to consider the extent to which whole-school approaches to behaviour interventions fit frameworks for whole-school approaches more broadly:

- All staff receive appropriate training

- A sense of shared responsibility is developed with staff

- Quality assurance and monitoring of the policy is undertaken

7. Race Religion and Culture

Chesswood Junior School makes every effort to avoid discriminating against particular racial groups in the application of its behaviour policies. To ensure this happens, we will:

- monitor and assess the impact of their behaviour policy on pupils, staff and parents/carers of different racial groups.

- ensure staff members are well informed about cultural differences in behaviour and their implications related to specific individuals or groups.

- support newly-arrived pupils in understanding and following the behaviour expectations.

- take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

8. SEN, Disability and Vulnerable Pupils

Chesswood Junior School makes every effort to avoid discriminating against particular pupils with disabilities or special needs in the application of its behaviour policies. To ensure this happens, we will:

- make reasonable adjustments in the application of the behaviour policy to disabled pupils on an individual basis and in response to agreements with parents.

- make special educational provision for pupils whose behaviour related learning difficulties call for it to be made.

- be alert to the potentially disproportionate impact of the level of consequences on vulnerable pupils.

- identify at-risk pupils in advance, where possible, for example: transition meetings with parents and feeder schools.

- plan proactively how the school's behaviour policy should be applied for each of these pupils – behaviour plan

- ensure that all those in contact with the pupil know what has been agreed.

- make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.

- ensure that all staff are aware of appropriate referral procedures.

There is no substitute for a member of staff making every effort to see the full picture prior to determining next steps, incident reports are a key feature in this philosophy. The following examples illustrate alternative perspectives that may not be readily apparent at first:

- A pupil is admonished for failure to follow a long and complicated instruction given by an adult, but the pupil has speech and language difficulties and cannot process complex language.

- A looked-after pupil is sent out of class after an emotional outburst. The night before,

she had been told by her social worker that her foster family could no longer keep her and that she would shortly be moving to another family and school.

- A pupil on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The pupil has no sense that such comments can be hurtful and should be avoided.

- A refugee pupil dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other pupils laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time.

- A Gypsy / Roma child is put on report for speaking in a seemingly over-familiar way to a teacher, when he had no intention of being rude but was simply using the language considered appropriate in his culture.

9. Monitoring and Evaluation

Leaders will monitor the effectiveness of this policy on a regular basis both formally and informally. The deputy head teacher (pastoral) reports to the governing body on the effectiveness of the policy in the leadership report to Governors and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records that may be used within the M&E process.

- Behaviour and housepoint tracker

- Behaviour@ emails

- Termly assessment including behaviour and engagement

Senior Leaders review behaviour records to identify trends or any additional action required.

10.   Review

The governing body reviews this policy every year. 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.

Appendices

1. Making an Apology

Chesswood Junior School

Reflect and Restore – Making an Apology

What is an apology?

Apologising means expressing regret for something you did. You are sorry for what you did. A sincere apology involves reflecting on your actions, taking responsibility for them, and making changes to improve things in the future. Giving an apology can help repair a damaged relationship while showing care and respect for the other person.

Reflect on your Actions

Think about how your actions contributed to a problem, even if they were not the sole cause.

Even if someone else also contributed to the problem, what was my role?	Try taking the other person's perspective. How do my actions look from their side?	As a result of my actions, how might the other person feel?

Using the Bright Sparks Code

The Bright Sparks Code is there to help us all be the best we can be. It helps to refer to this when you have made a mistake and you need to put it right.

"I apologise that I did not show you courtesy, care and kindness...."

Have a look at the Bright Sparks Code.

Have you been the best you can be?

Did you respect the rights of others?

Did you hold high expectations of yourself?

Did you act as part of the Chesswood Team? Did you treat others as if they are part of the team?

Did you show courtesy, care and kindness?

Restore -Take Responsibility

Saying "I'm sorry" is important. This can be done in person or through writing a letter. The most important thing is that the apology is sincere (you really mean it) and you show regret for your actions. To ensure you mean it, it helps to identify the actions you are apologising for.

"I'm sorry for the language I used during our argument; I did not respect you…"

Language to help you apologise

I'm sorry for…	I apologise for …	I take responsibility for…
It was wrong of me to…	I feel terrible. I shouldn't have…	This was my fault. I should have..
I realise now that what I did was wrong…	I realise what I did must have upset you…	In the future, I will ensure…

I know in the Bright Sparks Code it says I should…… and I realise I haven't done this.

Finally, never try and make excuses for what you did. Take responsibility and put it right.