



Chaloner Primary School

Behaviour Policy

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Statement of intent

Chaloner Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Key roles and responsibilities

- 1.1. The governing body has overall responsibility for the implementation of this policy and the procedures of Chaloner Primary School.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to their class teacher or Mrs Parker.

2. Definitions

- 2.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
 - Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
 - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Possession of legal or illegal drugs, alcohol or tobacco
 - Possession of banned items

- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

3. Training of staff

- 3.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development.

4. Pupil expectations

- 4.1. Pupils and parents/carers will be expected to follow our school’s Code of Conduct which requires pupils to:
 - Conduct themselves around the premises in a safe, sensible and respectful manner.
 - Arrive to lessons and school on time and fully prepared.
 - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.

- Behave in a reasonable and polite manner towards all staff and pupils.
 - Follow classroom rules and procedures.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Hand in homework at the time requested.
 - Report unacceptable behaviour.
 - Show respect for the school environment.
- 4.2. The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:
- Line up in groups when entering or leaving the classroom or school premises.
 - Sit appropriately on school chairs, carpets, hall floors, etc.
 - Use appropriate voice levels and language, including manners.
 - Raise their hands when they wish to speak in class or assemblies.
 - Model good behaviour to other pupils.
 - Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

5. Rewarding and promoting positive behaviour

- 5.1. The school recognises that all staff should lead by example the positive behaviour they wish modelled by pupils.
- 5.2. Positive behaviour is also reinforced through assemblies, PSHE lessons, friendships days and behaviour displayed by pupil in positions of responsibility across the school.
- 5.3. Where possible the school will put in place a plan to ensure unacceptable behaviour cannot escalate for individual children. This will be based on triggers identified for the individual child's unacceptable behaviour.
- 5.4. A personal support plan will be put in place for children with SEMH to help them display positive behaviour. Outside agencies will be consulted on this where appropriate.
- 5.5. The school recognises that pupils should be rewarded for their display of positive behaviour.
- 5.6. The school will use the following rewards for displaying positive behaviour:
- Marvellous Me
 - House Tokens
 - Headteacher awards
 - Verbal praise
 - Rewards
 - Stickers
 - End of term whole-class rewards

6. Unacceptable behaviour

- 6.1. Unacceptable behaviour will not be tolerated at the school.
- 6.2. Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action.

- 6.3. The sanction and disciplinary action may vary based on the nature of the unacceptable behaviour. It could escalate straight to a 'serious unacceptable behaviour' based on one incident deemed to cause serious harm.
- 6.4. Home-school books can be setup with the agreement of parents ensuring a consistent approach for those children demonstrating inappropriate behaviour at home.

7. Sanctions

- 7.1. There is no corporal punishment at the school.
- 7.2. Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.
- 7.3. At Chaloner, teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:
- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable and the consequences if they don't stop.
 - If the pupil does not stop immediately, the teacher will give a second warning and place the child on tracking 1.
 - If the pupil continues to behave badly, the teacher will move the child to tracking 2. A 15-minute (this time may vary depending on the age of the child) detention period will be taken in another class or on a think spot/chair.
 - If the pupil continues the behaviour, a period of isolation is to be taken, supervised by a member of staff. The duration for each period of isolation is to be determined by a) the nature of the behaviour which has resulted in a period of isolation b) the time of day in which the behaviour has occurred.
 - Sanctions will be dependent on the seriousness of the misdemeanour.
 - If a pupil is sent to isolation for any period of time, the class teacher or headteacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.
 - If a pupil misbehaves on the playground, the same process will be followed; the think spot will be outside and if the unacceptable behaviour continues, the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors. On returning to the class, the TA who dealt with the behaviour will communicate what happened to the class teacher. If the child has been on tracking in the morning for similar unacceptable behaviour, the teacher can escalate the sanction appropriately; making the reason for the escalation clear to the child.
 - Any pupils that are sent indoors will be supervised by an adult at all times and the incident needs to be recorded.
 - If this period of isolation doesn't improve the child's behaviour, the headteacher will contact parents, leading to discussion and possible exclusion from school. (See exclusion policy)
- 7.4. At Chaloner, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 7.5. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

- 7.6. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- 7.7. 'Think Sheets' are used for children to take some responsibility in changing their unacceptable behaviour.
- 7.8. Other sanction, which could be used depending on the behaviour displayed by the pupil, include the following:
- Providing a verbal warning
 - Missing minutes from free time
 - Losing playtime/lunchtime
 - Using time-outs
 - Speaking/ phoning to parents/carers at the end of the school day
 - Contacting external agencies such as social services
- 7.9. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher using an incident reporting form or CPOMs.
- 7.10. The headteacher will keep a record of all reported incidents.
- 7.11. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 7.12. Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation whilst an investigation by the headteacher takes place.
- 7.13. If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

8. Items banned from school premises

- 8.1. Fire lighting equipment:
- 8.2. Drugs and smoking equipment:
- 8.3. Weapons and other dangerous implements or substances:
- 8.4. Other items:
- Liquid correction fluid
 - Chewing gum
 - Caffeinated energy drinks
 - Aerosols including deodorant and hair spray
 - Mobile phones (must be kept in the school office)
 - Any other toys which are deemed hazardous.

9. Searching

- 9.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks and classroom trays.
- 9.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and

cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

- 9.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 9.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 9.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 9.6. Any staff member, may refuse to conduct a search.
- 9.7. Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

10. Confiscation

- 10.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 10.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 10.3. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

11. Outside school and the wider community

- 11.1. Pupils at the school must agree to represent the school in a positive manner.
- 11.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 11.3. Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

12. Monitoring and review

- 12.1. This policy will be reviewed by the headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 12.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix 1 – Incident Reporting Sheet for serious unacceptable behaviour

Details of the incident		
Name of the person reporting the incident:		
Date of incident:		
Victim's name:		
Victim's date of birth:		
Type of incident: (Tick applicable category/ categories)	Homophobia: <input type="checkbox"/>	Sexism: <input type="checkbox"/>
	Transphobia: <input type="checkbox"/>	Disability or health condition: <input type="checkbox"/>
	Racism: <input type="checkbox"/>	Family circumstance: <input type="checkbox"/>
	Other (specify): <input type="checkbox"/>	
Names of people who have been informed:	•	
Person who committed the offence: (Include their name and date of birth)	Pupil: <input type="checkbox"/>	Teaching staff: <input type="checkbox"/>
	Visitor: <input type="checkbox"/>	Parent: <input type="checkbox"/>
	Other staff: <input type="checkbox"/>	Governor: <input type="checkbox"/>
	Other (specify): <input type="checkbox"/>	
Location of the incident:		
Description of the incident:		
Was this a physical or a verbal incident?		
Were physical injuries sustained? If yes, specify the extent and to whom:		

Names of other people involved, including bystanders:	<ul style="list-style-type: none">•
Has the offender been involved in previous related incidents? If yes, please provide details:	
Has damage been done to school property? If yes, specify the extent:	
What action will be/has been taken?	
Have the police been informed?	
What measures are in place to prevent a similar incident from occurring again?	

Signed:

Date:

Appendix 2 – Incident Reporting Sheet for unacceptable behaviour

Child's name: _____

Date: _____ Time: _____

Place of observation: _____

Observer name: _____

Before the incident: What led to the behaviour?

Behaviour: What exactly did the child do?

Consequences: What happened afterwards?

Additional comments:

Appendix 3- Behaviour management observations review form

Child's name: _____ Date: _____ Key worker: _____

Does there appear to be any patterns or triggers to the child's inappropriate behaviour?

Do our existing management strategies seem to be effective?

What achievable targets could we put in place for the child to work towards?

What are the child's strengths/positives?

What effective strategies could we adopt to help the child achieve a target?

Additional comments:

Appendix 4 – Think Sheet

Think Sheet

Draw what went wrong.

Draw what you will do to make it right.

Draw what it will look like next time.

Appendix 5 – Think Sheet

Think Sheet

Name: _____ Class: _____ Date: _____

I was not: Following Rules Being Respectful Being Safe Listening
(Circle all Following Directions Being Cooperative Being Responsible
that

Other: _____

And _____
Describe what

I should have _____
What should you have done

If I had done this _____
What would have been different?

So from now on I _____

My Signature _____

Appendix 6 - Think Sheet

Think Sheet

My Name:

Date:

I have to fill in this think sheet because I...

The right thing to do would have been...

I can start to put this right by...