



CHINTHURST SCHOOL
TRADITIONAL VALUES | MODERN TEACHING

Chinthurst Preparatory School

Behaviour Policy

This policy fully incorporates the recommendations of 'Keeping Children Safe in Education' as published by the Department for Education – September 2016

Reviewed by TB/SN/WB - September 2016

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1.1 - Introduction

1.1.1 - A school Behaviour Policy is not a list of rules and commands. It is a set of agreed principles which guide the decisions and actions taken by the staff, both teaching and non-teaching, within the school. This policy has been developed with regard to 'Behaviour and Discipline in schools' published by the Department for Education in 2014 and works alongside many other policies, including our Safeguarding and Anti-Bullying policies.

1.1.2 - Our whole school Behaviour Policy aims for coherence and harmonisation but not uniformity. To treat children fairly we do not, by definition, treat them the same: for example, a child in a Nursery class would be spoken to in a different manner from a pupil in Year 8 (The Senior Year).

1.1.3 - A behaviour policy should establish an approach to understanding behaviour, systems of rewarding 'good' behaviour, and methods of controlling and reforming 'bad' behaviour.

1.1.4 – To be effective it should be:

- * Positive in its approach.
- * Able to anticipate and avoid difficulties.
- * Formulated with the co-operation of staff.
- * Clear to all staff, pupils, and parents.

1.1.5 - The central purpose of our policy is to encourage good behaviour rather than to simply punish the bad. In keeping with of the School's duties under the Equality Act 2010, this should be done in a school climate which values all cultures, those with special educational needs or disabilities and with an awareness of equal opportunities.

1.2 – Formulation and aims

1.2.1 - To formulate such an approach, the existing patterns of behaviour within our school have to be looked at - such questions as Where, When, and Why, does difficult behaviour occur? Only then can we identify the aspects of the school, both inside and outside the classroom, which cause this behaviour to occur. Once this has been identified, we can decide on our approach as to what needs to be changed.

1.2.2 – All teachers need to accept responsibility for maintaining good behaviour throughout the school. Every organisation depends upon people behaving in certain ways to achieve its ends and a school's central purpose is that a child should learn.

1.2.3 - Good behaviour makes effective teaching and learning possible and bad behaviour disrupts this purpose. Thus in order for children to learn well, children need a calm, purposeful classroom atmosphere with positive relationships based on mutual respect.

1.2.4 – At Chinthurst School we believe that teaching is not just concerned with the transmission of knowledge. Establishing good relationships with children and encouraging them to learn and behave well are an essential part of a teacher's work.

1.3 – Characteristics of well-disciplined schools

1.3.1 - Research has shown that schools in which children behave in an orderly and well-mannered way tend to exhibit some of the following characteristics:

- They foster good discipline by creating a caring school environment which is conducive to good discipline rather than adopting isolated practices to deal with discipline problems
- The school is a place where staff and pupils come to work to experience the success of doing something well.
- The schools are pupil-orientated.
- The schools focus on the cause of discipline problems rather than the symptoms.
- The school approach emphasises positive behaviour and preventive measures rather than punitive action.
- The school staff believe in their school and in what the children can do, and work hard towards this.
- Most routine discipline problems are dealt with by the teaching staff, however should there be need to consult senior staff there is a support system in place. This demonstrates a well-structured, procedural system.
- The schools have well-developed links with parents.
- The school policy is not negative and rule-bound but proactive and positive.
- The children know the clearly stated boundaries of acceptable behaviour.
- Parents are informed when their children behave particularly well and not just when they are in trouble.
- Pupils' non-academic, as well as academic achievements should be recognised and praised.

1.4 – Children's Code of Conduct at Chinthurst School

1.4.1 – At Chinthurst School we believe in fostering 'good citizenship'. The following is displayed in each classroom area. The one school rule children need to have is:

'Everyone Will Act with Courtesy and Consideration to Others at all Times'

This means:

- You always try to understand other people's point of view.
- In class you make it as easy as possible for everyone to learn and for the teacher to teach.
- You move sensibly and quietly about the school.
- You always speak politely to everyone.
- You are silent when you are required to be.
- You keep the school clean and tidy.
- You remember the school's reputation depends on you when you are outside the school.

1.5 – Classroom Expectations at Chinthurst School

1.5.1 - Classrooms are the pupil's place of work and they should be allowed to work successfully, safely and enjoyably.

1.5.2 - Children should thus start the lesson by standing quietly behind their desk awaiting instructions from the teacher, and they should have ready all the appropriate books and equipment for the lesson.

1.5.3 - During the lesson, to be fair to all children and to give all an equal chance of having a say, children should always put their hand up before they speak. Calling out is always a distraction to others and selfish.

1.5.4 - At the end of the lesson children should pack away their books and equipment sensibly and wait quietly, standing behind their chairs, before being told to leave in an orderly fashion.

1.5.5 – At Chinthurst School we believe that children tend to behave more sensibly if they are given certain responsibilities. This can include pupils being classroom helpers, librarians or prefects. We provide all children with opportunities to take on responsibilities from Reception onwards.

1.6 – Rewards

1.6.1 - The age-old method of using the 'carrot rather than the stick' to encourage a donkey still holds true.

1.6.2 - Good behaviour is encouraged by praise and rewards and it is most important that the positive aspects of behaviour are emphasised. We aim to provide a wide range of rewards accessible to all abilities and ages. These include house points, conducts, Golden Time and certificates.

1.6.3 – One of the most powerful rewards we can give to children is our time and this is often given in inverse proportion where good behaviour is exhibited. It is often the few who misbehave who unfairly demand much of the teacher's time and effort. An important reward is teacher praise and to be effective this must be seen to be handed out fairly and with justification.

1.6.4 – This praise can be furthered by a child being asked to show his work to the Headteacher, Deputy Headmistress, to other teachers, or to other classes. Displaying children's work increases their self-esteem and confidence, which tends to further success. Successful children are rarely those who are disruptive. Teachers may award children with a 'Headteacher's Award' for particularly good work or behaviour.

1.6.5 – The 'House System' can help to encourage good work and behaviour. All the pupils are members of a house and staff can award house points for work, effort, behaviour, politeness, and help and consideration for others.

1.6.6 – Pupils in Reception, Year 1 and Year 2 are awarded ‘House Points’ recorded by the Class Teacher on a wall chart and subsequently added to the whole house weekly totals.

1.6.7 - Pupils in Years 3 to 6 are awarded ‘House Points’ which are recorded (by the staff member) on a card kept in their blazer pocket. When full the pupil is responsible for handing their completed cards to their Form Teacher; totals are consequently recorded and awards made in the Headteacher’s assembly at the start of each week. Star badges are awarded at each interval of 25 house points with books awarded at special intervals. Conducts are awarded for exceptional work or behaviour.

1.6.8 – Pupils in Years 7 & 8 are awarded ‘Merits’ rather than ‘House Points’. Merit books are awarded for each interval of 25 merits received. The purpose of this differential is to offer older pupils a change of process as they progress through the school. Merits tend to be harder to achieve and offer the pupil an aspirational target. Merits are recorded on a ‘merit card’ in the prep diary. Each week the Headteacher will check individual pupils, entering their totals into the cumulative house tally. This individual attention allows for the highlighting of those pupils who are not receiving merits but equally accommodates the recognition of those who are.

1.7 – Sanctions

1.7.1 – Punishments should make the distinction between minor and more serious misbehaviour clear to pupils and should be fairly and consistently applied. Pupil awareness is achieved via pupil friendly posters promoting the Children’s Code of Conduct, Anti-Bullying expectations and Safeguarding expectations. Reprimands should be sparingly and consistently applied - we should try to separate the behaviour from the child and criticise the behaviour and not the person. *The school does not use corporal punishment.*

1.7.2 – As far as possible the situation should be dealt with within the class circumstances. If a child misbehaves the choices are either to change the child’s behaviour within the class or to send the child elsewhere to be disciplined. To let the pupil remain in class undisciplined will simply condone their behaviour. There will be a ‘ripple effect’ and such behaviour could well escalate. A record should be made in each Form Teachers ‘Communication, Incident and Behaviour Log’ of any behaviour or sanctions they deem serious enough to note.

1.7.3 - If a teacher feels that a particular pupil’s behaviour is unacceptable and cannot be dealt with within the class circumstances, then they should be sent to a senior colleague such as the Deputy Headmistress (Mrs V. Rutter) or Head of Pastoral Care (Mr S. Stephens), or directly to the Headteacher to be disciplined. Teachers should not just send the pupil out of the class to stand in the corridor. If teachers do send a pupil to a colleague, in this case a record must be made in each Form Teachers ‘Communication, Incident and Behaviour Log’ of the behaviour and sanctions.

1.7.4 - If a teacher feels the need to keep a pupil back at break to complete a piece of work, the pupil must not be left unsupervised in a classroom. A member of staff must be there to supervise the pupil.

1.7.5 – Alongside noting smaller incidents as above, a record must be kept of all pupils whose poor behaviour is sufficiently serious to be referred directly to the Headteacher.

1.7.6 - If it is decided that a pupil should be kept in detention there is a daily lunchtime detention supervised by the Head of Pastoral Care (Mr S. Stephens). The name of the pupil should be entered into the ‘Detention List’ on the shared network. If a pupil receives three lunchtime detentions then an automatic Friday evening Headteachers detention (4.10 – 5.10 pm) will be given. Repetition of a Friday detention will result in a Saturday morning Headteachers detention (9.00 – 11.00 am). From this point onwards further action is at the discretion of the Headteacher. In the event of illness duties will be covered by another appropriate member of the SMT or MMT.

1.7.7 - In the event of very serious incident, these will be dealt with immediately by the Headteacher, who will automatically involve the parents. If the incident is deemed a safeguarding issue, where there is cause to believe that a child is suffering or is likely to suffer significant harm, advice will be sought from the LADO (Elizabeth Pollard - 01372 833321) or other appropriate external agencies. A serious, or ongoing bullying issue should be dealt with in line with the School’s Anti-Bullying Policy.

1.7.8 - In exceptional circumstances a child may be suspended for one or more days or may be permanently excluded from the School.

1.7.9 – After the event, sometimes a fresh approach may be necessary from someone who is not in such close contact with the pupil in question and could give him or her a ‘fresh start’ without undermining the teacher’s authority. For example a Year 3 pupil may be mentored by a Year 5 Form Tutor.

1.7.10 - There is a traditional reluctance for teachers to discuss discipline problems as they could be viewed as failure on the part of the teacher concerned. We should all encourage a greater openness as a staff to discuss such issues and to provide support. Good class control is something to be worked for and only comes with experience.

1.8 – Expectations of staff at Chinthurst School

1.8.1 - The conduct of children within the school is the responsibility of all staff, both inside and outside the classroom. The behaviour and maintenance of good order is thus dependent upon the behaviour and attitude of all staff.

1.8.2 – Staff members should all thus bear in mind that:

- As good order has to be worked for and maintained and does not just happen, we should always set high standards.
- We should expect to both give and receive respect and treat everyone as an individual.
- As a school is a community it depends upon relationships between every individual and at every level. Staff should take the initiative and
 - greet and be greeted, smile and relate.
 - speak and be spoken to.
 - communicate and take interest.

- Problems are normal where children are learning and testing the parameters of acceptable behaviour. Our success is tested not by the absence of problems but by the way we treat them.

1.8.3 - When addressing the problem we should:

- Avoid confusion.
- Listen.
- Establish the facts.
- Only judge when certain.
- Always give a child a 'get out', do not 'trap the pupil in a corner'.

1.8.4 - We should try to avoid:

- Shouting at children.
- Humiliating them.
- Blanket punishments of whole groups.
- Sarcasm.
- Leaving a child unsupervised outside a class.

1.8.5 - We should try to:

- Use humour.
- Keep calm.
- Listen.
- Only make threats we intend to carry out.
- Be consistent.
- Be seen to be fair.
- Seek help if we feel we cannot cope.

1.9 – Expectations of parents

1.9.1 - Parents play a crucial role in shaping the attitudes, which produce good behaviour in school. It is their responsibility to provide their children with firm guidance and positive models through their own behaviour. The education of children is a partnership between school and parents and we need each other's support.

1.9.2 - Parents are their children's first educators, shaping their personalities and forming their moral codes and values. They continue to have a powerful influence over them throughout their school years.

1.9.3 - The way in which parents bring up their children is likely to have a significant effect upon their behaviour at school. It would thus not be reasonable for a school to be relied upon to be the sole means of instilling values, care for others and self-discipline within a child.

1.9.4 - We would thus expect parents to:

- Provide guidance at home which will encourage good attitudes and good behaviour.
- Ensure they set a good and consistent example to their children by their own behaviour.
- Support the school in the actions it takes to deal with misbehaviour.

1.10 - Transition

1.10.1 – Chinthurst School understands that transitioning from one year group to the next can be a stressful time for pupils. All children at Chinthurst are supported in their transition to their next year group. A ‘Moving Up Day’ is held in the summer term where the children are introduced to their new environment and get to meet their new Class Teacher. All teaching staff conduct a full handover and pass on detailed academic records and pastoral, including behaviour information to the next teacher.

2.1 - Appendix 1 – Playground Guidelines (to be visible in all playground areas)

Pupils should never:

- **Play on the steps to the swimming pool; they may, however, sit quietly on them.**
- **Play around by the cars in the staff car park; or any area designated out of bounds.**
- **Play on the high jump mat or use any sports equipment without permission.**
- **Play in any garden area or run through flower beds**
- **Play with large footballs, rugby balls, etc. in the playground or on the drive**
- **Be given permission to leave the school premises (e.g. to fetch a lost ball) unless accompanied by a teacher.**
- **Play any physical contact games.**

Morning break and lunch break

Pupils should not:

- **Remain inside unless it is a ‘*wet break*’ or particularly cold weather**
- **Be given permission to sit in class to do work unsupervised**

Staff on duty should not leave the playground unsupervised.



Children's Code of Conduct

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children need to have is:

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Consideration to Others at all Times'***



This means:

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