



Partnership Achievement Community Excellence

Behaviour Policy

Agreed by Directors: September 2020

Review Date: July 2024

Aims

The PACE Academy Trust promotes high standards of children's behaviour, based on certain expectations. Promoting good behaviour is the responsibility of every member of the school community.

Chipstead Valley Golden Expectations

As members of our school community, we show **respect and consideration** for all.

We do this by following the Golden Expectations:

Being kind
Being helpful and polite
Being honest
Being good listeners
Looking after our environment
Being safe and sensible around the school
Enjoying our free time and allowing others to do the same

We always aim to '**Be the Best We Can Be**'.

The expectations are introduced and revisited at a dedicated assembly, at the beginning of each term and during key behaviour assemblies scheduled throughout the year. They are explored regularly by the children in dedicated learning time to promote ownership and understanding behind each Golden Expectation. These expectations are displayed around the school and on the wall of each classroom. They are referred to continuously by all members of staff and are embedded in all that we do. Through consistency of approach by all, the boundaries of acceptable behaviour are clear. Children consistently receive positive feedback for what they do well.

Rewards

- ▶ Positive feedback (members of staff to always congratulate children);
- ▶ Children present their work to the class or share it with members of Senior Leadership or Headship Team;
- ▶ 'B' badge and Excellent 8 certificates and badges awarded in a dedicated assembly each week. Children are praised by all members of staff on seeing the badge around the school and photos displayed in the entrance area;
- ▶ Kindness award will be given to a child within the school (N-Yr6) who have demonstrated exceptional kindness to another person. This will be determined by nominations from staff during the week. The award will be presented each week in the celebration assembly on Monday. All nominees will receive a sticker;

- ▶ Houses: team points are awarded for children who demonstrate the Golden Expectations and the Excellent Eight values (Each half term the winning members of each team receive a mufti day).
- ▶ Sharing of positive achievements with parents. Staff will write positive comments on paper slips that will be put into contact books;
- ▶ Trophies in Key Stage 1 and Key Stage 2 (every term) awarded for supreme effort within different subjects;
- ▶ Class marbles will be awarded to classes where all children have followed a Golden Expectation. Once 30 marbles have been collected, the whole class will receive an award;
- ▶ All staff have access to stickers which will be given to children who have demonstrated a Golden Expectation or Excellent Eight value;
- ▶ Within class, teachers will promote positive behaviour through class reward strategies (which may include Dojos, behaviour charts, table points etc) at the teacher's discretion;

Sanctions

The school employs sanctions to enforce the Golden Expectations, and to ensure a safe and positive learning environment. These can be found in the *Hierarchy of Sanctions* which includes the use of yellow and red cards for inappropriate behaviour during the school day, including breakfast and after school clubs. Responses are appropriate to the level of seriousness of the misconduct. Children have a clear picture of the progression through the hierarchy.

The use of 'blanket' punishments is actively discouraged as we prefer to identify and sanction individual pupil(s), with reasonable adjustments being made for children with additional needs.

If there are incidents of anti-social behaviour, the class teacher may choose to discuss these with the whole class during PSHE lessons.

Resolving Conflicts

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

Other linked policies

The school does not tolerate bullying of any kind. When we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidences of bullying are referred to the Head Teacher using the bullying incident report form. (See anti-bullying policy).

Behaviour which shows prejudice, whether racial, religious or cultural, is not accepted and will be dealt with immediately in line with our Anti-Bullying and Anti-Racism policy

(See anti-bullying, anti-racism policies and the policy for equal opportunities and community cohesion policy).

The Role of Staff

Staff must be consistent and treat children fairly. All members of staff deal with incidents of misbehaviour and apply appropriate sanctions. Consistency across the whole school is key. More serious incidents are reported to the class teacher for recording. Red card incidents must be reported to the Headship Team, who will make the decision on whether a card is to be administered. The Head Teacher will then issue parents with a Red Card letter, which will be attached to My Concern.

The Role of the Class Teacher

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

If a child misbehaves in class, the class teacher takes appropriate action (in accordance to hierarchy of sanctions). If a child continues to misbehave, the teacher involves the child's parent; seeks help and advice from the Leadership Team (phase leaders, Senior Leadership Team and Headship Team).

The Role of the Head Teacher

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

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

The Role of Parents

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

The Role of children

The school expects children to take responsibility for their own behaviour and aims to give children responsibilities in which they can demonstrate and model good behaviour, for example:

- School ambassadors
- Games Leaders
- School Council – 2 per year group from Yr 1-6

The Role of the Local Governing Body (LGB)

The governing body are responsible for implementing and reviewing the effectiveness of the policy and supporting the Head Teacher in carrying it out.

Fixed-term and Permanent Exclusions

Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a child permanently. It is also possible to convert fixed-term exclusions into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, he informs the parents immediately, giving reasons for the exclusion and making it clear to the parents that they can, if they wish, appeal against the decision to the LGB. The school informs the parents about the appeal process. The Head Teacher informs the Local Authority and the governing body of:

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

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

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

Break and lunch time advice/actions for staff

Please see attached appendix on 'MDS guidance'.

Hierarchy of Sanctions

Both in class and around the school, the following table provides likely examples of behaviour and relevant sanctions. This is consistently followed by all members of staff on site.

Behaviour examples	Outcome	Sanction	Staff
<ul style="list-style-type: none"> • Low level disagreements between children • Refusal to follow instructions in the first instance • Answering back to adults • Inappropriate use of equipment • Failure to observe agreed procedures • Loud voice / rushing /inappropriate use of equipment in canteen 	Quiet conversation outlining reason for poor behaviour	None	Any member of staff dealing with current issue
<ul style="list-style-type: none"> • Repetition of above • Play fighting • Potentially dangerous but non-deliberate use of equipment • Lack of immediate response to second request/instruction from staff • Inappropriate use of toilets • Over-zealous arguing in ball games • First refusal to do what an adult has said 	Verbal Warning	Option of 5-10 minutes 'time out' with adult on duty or missed play time for issue occurring in class environment. Or child sent to alternative class in year group.	Any member of staff dealing with current issue
Behaviour examples	Outcome	Sanction	
<ul style="list-style-type: none"> • Repetition of above • Disrespectful towards staff • Rudeness/swearing 	Yellow card	MDS/TAs/office staff/swimming teachers write name and brief	Class teacher

<p>(probably in the heat of the moment)</p> <ul style="list-style-type: none"> • Aggressive pushing in the context of ball game 		<p>explanation on white forms and give to class teacher who will then complete My Concern and add the child's name and information of incident to the Reflection Room Excel chart. The child will attend Reflection Room at next available opportunity. Parent informed via class teacher.</p>	
<ul style="list-style-type: none"> • Repetition(s) of above • Vandalism • Repeated verbal abuse (using foul language) towards children or adults • Serious challenges to authority e.g. repeatedly refusing to follow adult instruction • Violence/fighting (may be exceptions for self-defence) • Racism (also recorded separately) 	<p>Red card recommendation</p>	<p>Name and brief explanation on 'Red Card' form. Child sent/escorted immediately to a member of the Headship Team.</p> <p>If confirmed as a Red Card by Headship Team, the head teacher will send the letter to parents and further consequences will be discussed and agreed.</p>	<p>Headship Team and Head Teacher</p>
<p>More serious or repeated incidences of red card offences</p>	<p>Further sanctions which may include internal exclusions, temporary external exclusions, or on very extreme occasions, permanent exclusion</p>	<p>Head Teacher (or DHT on the event the HT is unavailable).</p>	
<p>*Some children with special educational needs will require a different approach *Nursery and Reception children will not engage with the Yellow or Red cards sanctions. Instead, where behaviour relating to these sanctions are displayed, SLT and/or parental meetings and discussions will take place accordingly. As a school, we believe that EYFS is a time for children to learn appropriate behaviour and strategies for managing this and it is our job to support them in this area of development.</p>			

***Reflection Room** - This is a nominated classroom which will be supervised by a

teacher each day from 12:35 – 1:10 in KS1 and 1.00 until 1.35 in KS2. During this time the child will complete a Reflection Sheet (see below), which will be placed by duty teacher into the Reflection Room folder. Incident to be logged on MyConcern by class teacher.

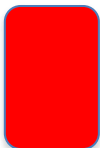
White booklets – These will be held by all members of staff to record incidents outside of the classroom in order to inform the class teacher.

My Concern – Yellow/Red card incidents to be recorded on My Concern.

Breakfast and After-School clubs

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

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



POSSIBLE RED CARD INCIDENT

Name of pupil: _____ **Class:** _____ **Date:** _____

Brief description of what happened:

Staff name: _____

Staff signature: _____

Red Card upheld _____

Red Card declined _____

Reason:

Sanction

Head Teacher Signature : _____