



Chantlers
Primary School

A World of Possibilities

Chantlers Primary School Behaviour Management Policy

Approved by:	Governing Body	Date: September 2023
Last reviewed on:	September 2023	
Next review due by:	September 2024	

Staff and Governors of Chantlers Primary believe that...

At Chantlers Primary School we believe that positive behaviour is an essential condition for effective teaching and learning. We also believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our school and their individual needs. Our school places self-discipline and a real sense of justice at the core of our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results, in terms of promoting positive behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and have recently adopted the Restorative Practice approach to dealing with Behaviour to ensure consistency is applied. Working restoratively means that everyone in the school is accountable and takes responsibility for their behaviour, promotes active citizenship, repairs harm and finds a way forward. This allows agreement and closure to incidents and builds and maintains positive relationships.

Through the example that adults set and demonstrate in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour and to encourage their children to develop resilience and a 'have a go attitude'. We believe that good behaviour means that everyone in the school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant of others and their feelings, beliefs and opinions.
- Follows school rules and safety procedures

1. Aims

- To provide a shared, consistent and commonly agreed approach to behaviour management.
- Encouraging a calm, purposeful and happy atmosphere within the school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline, so that each child learns to accept responsibility for their behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Encouraging our pupils to co-operate with one another and with the adults in the school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help to work alongside parents to encourage our children to develop socially, academically, morally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn regardless of their background.
- Allow all adults in school equal opportunities to fulfil their roles.
- Reward and encourage positive behaviour.
- Works restoratively with children to promote active citizenship.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity and to provide a platform for children to agree on a way forward following an incident.
- To provide a system to reward and encourage good behaviour, through a positive approach.
- To reduce incidences of weaker behaviour.
- To build self-esteem and to encourage self-discipline and self-motivation.
- To teach children to accept responsibility for themselves and their actions.
- To foster an attitude of respect and care for others.
- To provide a calm, secure and positive environment.
- To celebrate success.
- To raise standards of attainment and achievement.
- To develop emotional literacy.

‘All children will **believe in themselves and each other
and **achieve** their full potential’.**

2. Code of Conduct

The Code of Conduct will be displayed prominently around the school. In the Foundation Stage, the Code of Conduct is articulated in a more appropriate language according to the age of the children. The School Council has been consulted when drawing up this Code.



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Code of Conduct

Arrive at school on time.

Wear our school uniform.

Show respect to everyone in school.

Be truthful, well-mannered and kind.

Take pride in our school.

Look after our books.

Walk sensibly and quietly in the corridors.

Keep our school litter free.

Set a good example.

Exercise self-control.

Line up quickly and quietly.

3. Home/School Partnership Agreement

This sets out the expectations from parents, pupils and schools.

A copy will be distributed at the start of each new school year for signing.

Following this, a copy will be scanned on their school file. Please sign and read this with your child at the start of each term, as expectations concerning behaviour are outlined in the below document.

CHANTLERS PRIMARY SCHOOL

Home School Partnership Agreement

Name of child: _____

Class: _____

At Chantlers we recognise each child as an individual and aim to provide them with every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the child is essential if we are to achieve this aim. It is therefore acknowledged that **when accepting a place at our school, parents and children are agreeing to adhere to our Home/School Partnership Agreement.**

Our Governing Body are committed to ensuring the school provides the best possible education for your child by actively supporting the school as an impartial friend, working alongside the Headteacher and staff.

As a school we are committed to:

- Providing your child with a welcoming, safe and **supportive environment**, where they are made to feel valued as part of the school community.
- Providing a broad, balanced and **challenging curriculum**, together with **excellent** teaching to enable your child to achieve their full potential according to their ability.
- Providing **information** about our school and work with you to support your child's development and regularly inform you about their progress.
- Promoting a high **standard of behaviour**, attendance and celebrating positive achievements.
- Accepting, valuing and welcoming differences, through promoting **equality** and diversity.
- Always acting with **integrity**, honesty and transparency.
- Adapting our practices to reflect a **holistic approach** to child development by meeting the social, emotional and academic needs of every individual child to develop **resilience**, independence and self-confidence, empowering them with skills and knowledge to become valued members of their wider communities.

Our pupil's sign their own agreement which is displayed in the classroom.

Signed



Mike Cardwell - Chair of Governors



Phil Barlow - Headteacher

We expect our parents/carers to:

- Encourage a **positive attitude** towards our child's education and our school.
- Make sure my child always attends school, aiming for my child's **attendance** to exceed 96% and arriving at school on time to ensure they benefit from all that the school offers.
- Respect and consider the **safety** of everyone in and around the school and which includes approaching the teachers and other staff, parents and pupils in a **respectful** and non-threatening manner at all times.
- **Communicate openly** with staff and at an appropriate time, using existing policies and procedures, not Social media for negative purposes against the school. Also, keeping them informed of any changes to contact details
- **Pay** promptly for school services/goods and not fall into arrears e.g. school meals and Chilling Club.
- Support and work with the school to promote and encourage **positive behaviour**, letting the school know of any concerns, worries or family problems that may be affecting it or their learning.
- Support my child's development and learning by taking an active interest in their work, including making time for home reading and **homework** and actively working with my child's class teacher, attending parents' evenings and other relevant meetings.
- Respect **school resources/books** and ensure they are returned to school in good condition e.g. 'Little Wandle' books. Parents will be asked to reimburse the school for damaged books/resources.

Signed Parent: _____ Date _____

4. School Rules

Class Teachers may have agreed on class rules that further enhance the above rules.

School rules are displayed around the school.



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School Rules

1. Do as you are asked first time.
2. Always do your best.
3. Be kind, respectful and polite to everyone in school.
4. Use a quiet voice and always walk in school.
5. Take pride in and care of school books and resources.

5. A Positive Approach

- At all times we try to speak to the children positively.
- We speak about the behaviours that we want to encourage, rather than suggesting those that we do not.
- We draw attention to examples of good behaviour and children keeping to rules but minimise the attention given to children who show poor behaviour.
- We use “Do” expressions, rather than “Do not”
- We promote a calm atmosphere in school where all shouting is discouraged and where children move around in a quiet and orderly way.
- We use music to promote a calm mood.
- We start and finish each day and each session, where possible, with a positive thought or comment.
- We celebrate achievement in good behaviour and communicate this to the children and parents at every possible opportunity.

6. Rewarding Good Behaviour

We, at Chantlers Primary School, not only promote and teach positive behaviour and attitudes to our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated, we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each Teacher will use the same system of class rewards, which results in a total of Merits at the end of the week. Rewards include the following:

- Merit Winner of the Week.
- Chantlers' Champion
- Certificates (Other)
- Written comments in books.
- Sending the child to another teacher, member of SLT or Headteacher for praise.
- Special responsibility jobs for pupils e.g. House Captains and Vice Captains, School Councillors, Head Boy, Head Girl etc.
- Star Charts, when negotiated or relevant.
- Individual or Group Prizes.
- Merits – awarded for positive behaviour, attitudes and work.
- Golden Time.
- Letters to parents.
- Phone calls & texts sharing positive news to parents.
- Stickers, stamps, certificates and verbal praise are all used by staff to reward pupils for effort, behaviour, manners and achievements.
- Purple Cards to recognise school values.
- A simple word of thanks.
- Verbal praise and smiling at children.
- End of Year Prize Day.
- Values cards.

Children who reach 200 merits will have the opportunity to visit the Chantlers shop. Here, merits can be spent on items of interest as a reward for those children who achieve this milestone. Items that will be available are purchased based on the love and interests of our children at Chantlers.

7. Golden Time

All children begin the week with a full session of Golden Time in the bank. Golden time is at the centre of our behaviour system, as it allows children to have a positive rewarding experience in exchange for meeting the expectations of the school throughout the week.

Activities

The school aims to provide a range of Golden Time activities to interest and motivate as many children as possible. School staff offer different activities which the children can sign up for weekly.

Choosing an Activity

At the start of each week, children sign up for an activity. The list is displayed in resource areas to encourage good behaviour.

Loss of Golden Time

5 minutes of Golden Time is lost when a yellow card is given; 15 additional minutes are lost for a red card.

During Golden Time children who have lost minutes go to a shared zone, to work restoratively with either the Phase Leader or Senior Leader.

At the beginning of Golden Time, the Class Teacher sends a chart recording the names and number of minutes lost for each child. For younger children, a note is also made identifying which activity they are going to at the end of their time out. Unless special circumstances apply, no child should lose all of their Golden Time.

8. Celebration Assembly

Our weekly celebration assembly celebrates success and high standards in work, attitudes and behaviour.

Awards include:

- Two children are rewarded from each class.
 - 1) Merit winner – a child who has the most merits.
 - 2) Chantlers Champion – for something they have personally achieved or done (Such as meeting a personal goal or something they have improved).
- House team points
- Maths award winner
- Reader of the week award
- Class with the best attendance
- Year 6 High School Ready Ties
- Overall best lunchtime behaviour award, (judged by the Catering Manager)
- Purple sticker totals related to values

9. Purple Cards

We introduced the use of Purple Stickers to reward children for demonstrating school values. At Chantlers, we have many children who do the right thing each day and are rewarded by earning their merits, and subsequently their golden time. Purple Stickers allow us to have an extra level of reward for pupils who go beyond expectations and exercise the school values. When a child earns a Purple Sticker, they move their face or name from the Golden Circle onto the Purple Card on their class display. They also add a purple sticker to their values chart in class so that they can see their progress throughout the year. The adult that has given the reward will give them a purple sticker to wear for the rest of the day. This is a symbol to other children and adults around school that they have earned a Purple Card. Adults should take the time to talk to these pupils, ask them how they have earned the card and congratulate them. This way, we are emphasising the outstanding behaviour that is taking place.

Purple Cards are announced in the assembly to keep their high profile and appeal to the children. At the end of each half-term, certificates are awarded for the most purple cards.

Playground Buddies

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, KS2 pupils are encouraged to be a Playground Buddy in the KS1 Playground. As a Buddy, KS2 pupils undertake various roles, playing positively with younger children and ensuring they develop socially.

House Points, House Captains and Vice Captains

Chantlers Primary has adopted a house values system that fosters a sense of belonging and identity and encourages children to demonstrate school values. Children are divided into one of six Houses:

- Owens
- Spencer
- Bronte
- Lowry
- Pankhurst
- Shakespeare

Merit Points are awarded for a range of behaviours, including the following:

- Being Careful and kind.
- Being polite and friendly.
- Being helpful.
- Being hardworking and trying our best.
- Being respectful and tolerant.

House Points are totalled each week and a special reward is given in a Celebration Assembly for the winning house each week.

Children apply for the position of House Captain. Interviews are conducted by the Pastoral Manager and Senior Leadership Team. These positions are seen as very important and special in our school, which come with specific roles and responsibilities.

10. Positive Behaviour Management Strategies

Listed below are a range of strategies that are proven to have been effective in positive behaviour management;

- **Positive Feedback** – Acknowledge / Approve / Affirm:
Acknowledging (notice and describe the behaviour), approving it (say why it is good) and affirming (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly – you are a great helper!”
- **Positive Correction** – tell the pupils what you *want* them to do i.e. not what you *don’t want* them to do. e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop” unless in a situation where a child is putting themselves at risk of damage or harm to themselves, others or school property.
- **Positive Repetition** – when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t. Praise the children who carry out the instruction.
Non-verbal Cues – hands up, finger on the lips, the “look”.
Give take-up time – give a clear specific direction in a non-confrontational way, and move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction** – repeat direction without being sidetracked. Use thanks and take up time; do not stand over pupils in a confrontational way.
Tactically ignore – ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity** – move closer to a disruptive pupil.
Distraction/ Diversion – give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations** – e.g. “When we go back into the classroom after a break, I will give a point to those who go straight back to their task.”
Where/ What – “Where should you be?” (In my seat) What should you be doing? (My work).
Choices – “Put your (e.g. toy) on my desk or in your bag. Which are you going to do?”
Broken Record – Calmly repeat the request or rule or consequence; avoid being drawn into an argument, and stay neutral.
Private Reprimand – a quiet word rather than a public confrontation.
Repair & Rebuild – as soon as possible after a reprimand, find an opportunity to say something positive about the pupil. “Catch them being good”.
- **Behaviour and Attitudes Grading** - Children will be awarded a grade from 1-3 each week which relates directly to their behaviour and attitude in school.

11. Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviour and attitude, we at Chantlers Primary School recognise that it may be necessary to employ several sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – all children must be dealt with in a calm, yet firm, manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear what they have done that requires improvement.
- Logical consequences – this is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is a restorative meeting to provide an action that recalls the rules, reinstates the limits and teaches choices.
- Make good choices – remind the pupil they need to make good choices.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.
- Some children may have an Individual Behaviour Plan (**IBP**) and therefore may have their re-regulation technique plans. See section 20 for more information.

If a child misbehaves during school time the following procedure is followed:

A **warning** is given, making it clear what type of behaviour was unacceptable and referring to the school rule broken if possible. This will be communicated calmly and without irritation, in a non-confrontational manner. *E.g., Billy, you have broken our school rule because you haven't followed an instruction the first time; this is your warning.*

If the behaviour is not repeated:

That is the end of the matter. When appropriate, praise the child for amending their behaviour. The next session is a fresh start.

If the behaviour is repeated:

Stage 1:

At this point, the children's behaviour will be recorded in the class behaviour file and monitored by SLT. If the behaviour doesn't continue, then no further action will be taken.

Stage 2:

YELLOW CARD – the child is told they have a yellow card (a card may be given if helpful) and that it is for repeating the behaviour they were asked to stop earlier with the warning.

The yellow card is recorded on the daily record and the child moves their name or face on the class behaviour display.

Five minutes of Golden Time will be lost (five minutes out for Early Years within their setting).

Positive relationships should be maintained and a positive acknowledgement of a child's actions should be made as soon as possible.

If the child demonstrates improved behaviour, then they will not progress up the consequences any further.

If the child continues to break the school rules, they progress onto:

Stage 3: A Restorative Meeting needs to take place and be recorded (Appendix 5).

RED CARD – the child is told they have a red card (a card may be given if helpful) and asked to take 10 minutes out in a designated area. The red card is recorded on Integr8. The child or adult (whichever is appropriate to the situation) move their name/face on the behaviour display.

The child is expected to take the time out to reflect on their behaviour. It provides space for the child, as well as allows the Teacher and the rest of the class to get on with their lesson without disruption.

After reflection, the child is expected to have used the time to calm down and be prepared to get on with their work.

Returning with the right attitude and an apology to the teacher is an indication that the child has understood that this signals a fresh start.

The apology, however, should not be demanded or sought publicly. A quiet, personal apology at an appropriate time is much more meaningful.

15 minutes of Golden time will be lost (time out for Early Years within their setting).

Stage 4: A Restorative Meeting needs to take place and be recorded.

Stage 4 is where the intervention of a Senior Leader is needed. This may be a continuation of poor behaviour through the previous steps **or** a one-off serious incident. In this instance, the pupil should be passed onto a Senior Leader by a member of staff with an understanding of the situation. The Senior Leader will then deal with the incident and use professional judgement concerning sanctions and punishments. The Senior Leader will liaise with both the Class Teacher and parents/carers to resolve the situation.

If a pupil consistently shows high levels of unexpected behaviour, they will be placed on the unacceptable behaviour steps. (Appendix 2).

Stage 5: A Restorative Meeting needs to take place and be recorded. (Appendix 5)

Stage 5 is for behaviour that has failed to stop throughout Stages 1 – 4 or a one-off serious incident. The Headteacher will at this point intervene. Parents will be contacted by the Headteacher, or in his absence, the Deputy Headteacher or another member of the SLT. The unacceptable behaviour steps may apply.

(Please see Appendix 5 for the Restorative Justice meeting format) if necessary.

(Please see Appendix 3 which is the display poster that is used throughout school so that it is clear that all children know the consequences of poor behaviour choices.)

If due to the nature of the Stage 4 incident an investigation needs to be conducted, staff will follow the advice for investigating Section 12; Exceptional Circumstances.

At all times, this process must have minimum disruption to the lesson being taught.

At the end of the week, before Golden Time, children with stages 2 and above will meet with a member of SLT who will remind them about making good behaviour choices.

Red Card Class Area

Each year group has a re-regulation area where children go for time out. Children should all be made aware of this.

Individual arrangements can be made, particularly for children who have an IBP or EHCP for Behaviour, or emotional and social difficulties. These should be recorded and a copy should be held in the Class Behaviour File. Parents/carers must keep the school aware of any issues at home, which may be having an impact on behaviour in school, this information is circulated appropriately and entered into the school's Integris system from a Stage 3 incident.

Additional Sanctions to support Class Teachers manage behaviour

- Loss of part of playtime to discuss re-regulation.
- Loss of up to 15 minutes of a pupil's lunch break (Only a whole lunchtime if approved by a member of the Senior Leadership Team) to discuss re-regulation.
- Phone calls to parents and carers to discuss behaviour to set up Restorative Meetings.
- Letters to parents and carers regarding a pupil's behaviour to set up Restorative Meeting. if a pupil displays serious behaviours and you do not feel safe taking them out of school or feel they cannot follow school rules, serious consideration should be given to the appropriateness of that pupil representing the school in another setting. A risk assessment may support such decisions.
- Shouting only occurs to bring a situation back to safety if it is necessary and has escalated out of control.

Parents need to be aware that male staff have deeper tones of voice and can, at times, be misconstrued by children as shouting due to the tone.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police
- Please refer to our child protection and safeguarding policy for more information.

12. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil following this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil following this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation requires help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

13. Exceptional circumstances

Examples of behaviours that would be classed as **exceptional** are:

- Serious actual or threatened violence against another pupil or a member of staff.
- Aggressive verbal abuse against another pupil or a member of staff.
- Bullying or racist incidents.
- Persistent disruptive behaviours.
- Theft or damage to school property.
- Sexual abuse or assault.
- Supplying an illegal drug or carrying an offensive weapon.

Investigation Procedures – Stages 4&5

Detailed below are the procedures, the investigating Senior Leader will consider.

No Sanction should be made in the heat of the moment, but only after a full investigation and a careful assessment of the facts, including wherever possible, the version of events given by the witness(es) and the pupil. The school's behaviour and equal opportunities policies should also be considered, as should the implications of the Race Relations Act and Disability Discrimination Act.

Witness statements

All witness statements should be verbatim and signed and dated. Where multiple witness statements are taken, care should be taken that collusion does not take place. If it is the view of the Headteacher that statements should be anonymised before inclusion in any information sent to third parties. All copies must be kept and retained for further scrutiny. It is recommended that a standard format is used for all statements. Anonymising them should only be done with good reason. DfE's advice is that panels will give less weight to a non-attributed statement. The rules of natural justice dictate that one should know the identity of one's accuser unless there are compelling reasons such as repercussions for the witness or their family such as bullying.

Photographs and physical evidence

Witness statements will usually form the bulk of a school's evidence; photographs, mobile phones or other IT devices can also be used. An object such as a weapon may be retained as evidence.

The pupil's statement

The pupil's statement must be taken and included in any paperwork. If the pupil has left the school premises, then efforts should be made to contact the parents for either a statement to be written at home, or for the pupil to come into school and give a statement. Children and young people must be encouraged to give a statement.

Racial or sexual harassment

The Headteacher should check carefully whether the incident may have been provoked, for instance by bullying or racial or sexual harassment.

Consultation

Frequently the Headteacher will consult with members of the Senior Leadership Team or the Chair of Governors. However, no one should be consulted who might play a role in reviewing the decision to suspend, such as a member of the Governors Discipline Committee.

Record keeping

A written record of all actions taken should be kept and logged on Integris. Headteachers should also keep a contemporaneous log of all actions taken in their investigation.

Legal points

Standard of proof

The standard of proof is the civil standard of the balance of probabilities i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may suspend the pupil. However, the more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be.

Behaviour outside school

Children are taught through PHSE and our school values, how to behave in and respect the local community.

Pupils' behaviour outside the school on school business – for example on school trips, away from school sports fixtures etc is subject to a school's Behaviour Policy and should be dealt with as if it had taken place in school.

Outside of school hours and off the school premises (evenings, weekends and school holidays), children's behaviour is the responsibility of parents. However, if any behaviours (including cyberbullying or online abuse) bring the school into disrepute, pose a threat to another person or are likely to impact the behaviour management of the school, action may be taken following the school's Behaviour Policy.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Parallel police investigation

Where a police investigation leading to possible police proceedings is taking place, evidence may be very limited. However, the Headteacher should still decide on the balance of probabilities, and if appropriate proceed to a suspension. It may be advisable, where the evidence is not clear-cut or is still coming to light, to make alternative provisions. Where it is clear that on the balance of probabilities the pupil committed the disciplinary offence, but the full circumstances and seriousness have not yet been established, it may be advisable to impose a lesser sanction in the first instance.

If a more serious incident happens:

- If the child is calm and there is no continued threat, then advise them that this is a more serious situation and that it will be passed on to a member of the School Leadership Team. Do not send the child, but contact a member of the team and complete a serious incident form.
- If the child continues to pose a risk or cause actual harm, remove all staff and children to a safe place and send them immediately to a member of the Leadership Team.

The police may be called if there is a serious injury caused or a continued threat to staff and

pupils that cannot be managed by the school.

Sanctions for exceptional circumstances:

- i. Isolation is another area in the school**
- ii. Isolation with a member of the Senior Leadership Team**
- iii. Fixed-term suspension**
- iv. Permanent suspension**

Fixed-term and permanent suspensions are very serious sanctions that would only be considered if all other options had been exhausted or a particular incident could not be resolved in any other way. The Governors and Headteacher of Chantlers Primary School make such decisions with great care and thought and actively seek to find alternative solutions. Local Authority procedures are followed at all times.

14. Causes of Inappropriate Behaviour

There are several “in-school factors” and “out-of-school factors” which can lead to inappropriate behaviour. These are presented in the tables below (*Lehman, Hawkins and Catalan, 1994*).

Table 1 – In School Factors which influence pupil behaviour.

In-School Factors
<p>The Environment</p> <ul style="list-style-type: none">• Lack of proper ventilation• Physical problems of limited space• Special occasions which cause excitement, e.g. Christmas, Fire Drills etc
<p>The Child</p> <ul style="list-style-type: none">• Tiredness due to lack of proper rest• Hunger due to insufficient or inappropriate food• Poor or inappropriate social skills• Need or want that isn't being met
<p>The Teacher</p> <ul style="list-style-type: none">• Offering a poorly differentiated curriculum leads to either frustration or boredom• Lack of knowledge of pupils• Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour• Poor dictation• Lack of clarity in explaining expectations for behaviour or subject• Lack of or confusing instruction on the subject matter• Lack of professional development• Teacher stress

Table 2 – Out of school factors which influence pupil behaviour

Out of school factors
<p data-bbox="272 342 616 376">Family Circumstances</p> <ul data-bbox="225 421 1110 875" style="list-style-type: none"><li data-bbox="225 421 671 454">• Child's position in the family<li data-bbox="225 488 1110 521">• Child's relationship with parent / siblings / grandparents etc<li data-bbox="225 555 580 589">• Divorce/bereavement<li data-bbox="225 622 608 656">• Mental health problems<li data-bbox="225 689 477 723">• Family trauma<li data-bbox="225 757 628 790">• Alcohol or drug addiction<li data-bbox="225 824 539 857">• Domestic Violence
<p data-bbox="272 1005 574 1039">The Neighbourhood</p> <ul data-bbox="225 1084 531 1397" style="list-style-type: none"><li data-bbox="225 1084 520 1117">• Child's popularity<li data-bbox="225 1151 531 1184">• Peer relationships<li data-bbox="225 1218 384 1252">• Bullying<li data-bbox="225 1285 507 1319">• Social Problems<li data-bbox="225 1352 520 1386">• Civic disturbance

15. Levels of Misbehaviour

It is important to recognise that some misbehaviour is more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

LOW LEVEL	MODERATE LEVEL	SERIOUS LEVEL
Fidgeting	Constantly shouting out	Fighting
Dropping Litter	Poor effort	Stealing
Noisy e.g. talking/shouting	Distracting others	Serious assault
Failing to keep on task	Continuously unprepared for work	Vandalism e.g. damage to school property/graffiti
Leaving seats without permission	Non-uniform / jewellery	Physical/verbal threats made to staff
Unkind remarks	Disregarding Midday Supervisors	Use of or in possession of drugs/solvents
Time wasting	Threatening / aggressive behaviour	Violent outbursts (verbal or physical)
Telling lies (one-off)	Telling lies (persistent)	Leaving school without permission
Running in corridors	Swearing (one-off)	Refusal to cooperate / defiance
Pushing inline		Swearing (persistent)
Chewing Gum		
Borrowing without permission		
Leaving the work area untidy		

16. Dealing with Racially Motivated Incidents

The MacPherson definition of a racist incident is:

'Any incident which is perceived to be racist by the victim or any other person and is a hostile or offensive action against individuals or groups (including travellers) because of their skin colour, ethnic origin, cultural, religious or linguistic background or lifestyle.'

Racist bullying and incidents may take many forms such as physical assault, intimidation, verbal abuse, property damage, propaganda and incitement.

Examples of racist incidents include:

- Refusal to cooperate with others on the grounds of their race, colour, ethnicity or that of their family.
- Racist remarks or jokes.
- Assault.
- Promotion of racist material.
- Racist graffiti.
- Name-calling.

How a racially motivated incident is dealt with will depend on a range of factors including the seriousness of the incident and the age and understanding of the children involved and the context. The school's behaviour policy sanctions will be applied to the situation as appropriate, involving a discussion with the pupil's parent or carer and an investigation using the procedures in Section 12.

All incidents must be dealt with quickly, sensitively and consistently. This will include:

- Supporting the victim.
- Explain to those responsible and any onlookers what is unacceptable about the incident.
- Plan action for the bully and the victim.
- Contact the parents of those involved.
- Record the incident and action taken using Integris
- Inform Governors termly.
- Report the incident to the LA using the racist incident monitoring form (Family Engagement Worker will complete).
- Inform Headteacher and Pastoral Manager.
- All of these will be followed by a Restorative Meeting.

17. Bullying

We believe that bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Any incidents that are founded are recorded on Integris.

What Is Bullying?

There are several definitions of bullying, but all definitions include the following characteristics:

- That it tends to be repetitive or prolonged.
 - That it involves an imbalance of power.
- Bullying is usually persistent and prolonged. They are not fallouts or disagreements. The main types are:
- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
 - Physical – pushing, kicking, hitting, punching or any use of violence.
 - Racist – racial taunts, graffiti, gestures.
 - Sexual – unwanted physical contact or sexually abusive comments.
 - Homophobic – because of, or focusing on the issue of sexuality.
 - Verbal – name-calling, sarcasm, spreading rumours, teasing.

Children have described bullying as:

- Being called names repeatedly.
- Being teased repeatedly.
- Being pushed or pulled about repeatedly.
- Having your bag and belongings thrown around repeatedly.
- Having rumours spread about you repeatedly.
- Being ignored and left out repeatedly.
- Being forced to hand over money.
- Being attacked because of your religion or colour.

The important thing is not the action but the effect on the victim. No one should ever underestimate the fear that a bullied child feels.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Dealing with Bullying - *Guidance for Children:*

If someone you know is being bullied:

- Don't rush over and take the bully on – you don't want other people to think you are a bully!
- Let a teacher or adult know what is happening immediately.
- Try to be a friend to the person being bullied.
- Refuse to join in.
- Ask for help.

If you are being bullied:

- Always remember if you are being bullied you **can** do something about it.
- Remember it is not your fault.
- Practice what you want to say.
- Write down what is happening.
- Don't give up.
- Ask your parents to visit the school.
- Talk over what to do with a friend, a teacher, mum, dad, guardian, or someone you trust.
- Remember, at Chantlers we listen carefully to children when they tell us they are being bullied.
- Take control, and tell us your views and opinions.
- TELL, TELL, TELL!

Dealing with Bullying - Guidance for Staff

At Chantlers Primary School, we believe that Bullying is unacceptable and will not be tolerated. All such incidents are dealt with appropriately by staff and in line with the sanctions outlined in Section 11. The exceptional circumstances (Section 12) investigation procedures should be followed when dealing with any potential bullying incidents, to determine facts and to help formulate decisions.

All staff need to be alert to bullying both inside and outside the classroom. It is the responsibility of everyone to report acts of bullying as soon as they arise. This is a telling school.

**To be seen to act is as important as taking action.
Silence and secrecy nurture bullying.**

If you come across bullying what should you do?

- Ensure the victim is safe and being cared for.
- Take the incident seriously.
- Take action as quickly as possible.
- Reassure the victim, don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.

Taking action

- 1) Complete an Integris log with the person reporting the bullying. (This should be done by the member of staff in whom the victim has confided or jointly with the parent and pupil if reported in this way.)
- 2) The Class Teacher/Senior Leader will investigate the report of bullying, working with other staff as appropriate.
- 3) Headteacher and Pastoral Manager who will look into supporting the victim(s)

Check you have done all the points above – particularly relating to the victim;

Possible outcomes – A Restorative Meeting will take place.

The bully (bullies) will always be asked to apologise.

The parents or guardians of the victim and bullies will be involved.

In serious cases, isolation or even fixed-term suspension will be considered.

Whenever possible, the pupils will be reconciled, if appropriate.

After the incident(s) have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

Preventing bullying at Chantlers Primary School

At Chantlers Primary School we adopt a proactive approach to bullying. Through assemblies, the School Rules. Value Cards and recognising and modelling positive behaviour, we are committed to ensuring that the school community work together to create a happy, safe, caring and stimulating learning environment. We continually reinforce the importance of treating others well, rather than simply reacting to incidents when they occur. We raise awareness of bullying through the school curriculum, particularly P.H.S.E., and ensure children have the opportunity to talk about bullying through circle time and Ant-Bullying week and live posters. We also have a Pastoral Manager, Mrs V Martin, who is the pupil's voice and who children can visit at any time or use the pastoral post box to request support.

All incidents we deem to be bullying-related will be recorded on Integris.

Dealing with Bullying - *Guidance for parents and carers and other members of the community:*

If you suspect that bullying may be happening that involves pupils from Chantlers Primary School, please take the following action:

- Encourage the victim to tell a parent, guardian or teacher.
- Report it to a member of the school staff as soon as possible.
- If appropriate school staff will let the parents of the victim and/or bully know.

Procedures for Reporting and Responding to Bullying Incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Chantlers Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. In cases of bullying, incidents will be recorded on Integris and Cpoms if necessary. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The following sanctions may be used if bullying occurs:

- Apologise to the victim(s) verbally or in writing
- Restorative justice meeting
- Parents will be invited to school
- Be removed from class and work in isolation
- Report to the Headteacher or Deputy Headteacher
- Fixed-term suspension
- Permanent suspension

18. Suspension of Pupils

The school reserves the right to suspend a pupil following Local Authority set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

19. Reasonable Force / Safe Handling (Please see)

Use of Reasonable Force in Schools – Guidance for Headteachers - 2013

The Education (NI) Order 1998 (part II Article 4 (1)) states:

Definition:

“A member of the staff of a grant-aided school may use, concerning any pupil at the school, such force as is reasonable in the circumstances to prevent the pupil from doing (or continue to do) any of the following, namely:

- *Committing any offence.*
- *Causing an injury to, or damage to any property of, any person. (including the person himself); or,*
- *Prevent self-harm*
- *Prevent harm to other students, staff and visitors.*
- *Prevent serious property damage.*
- *Prevent a crime from being committed.*

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner that attempts to preserve the dignity of all concerned.

Human Rights Act 1998.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was:

- In the child’s best interest.
- Necessary.
- Reasonable and proportionate.
- Last resort (where possible).
- To ensure the safety of pupils and staff.

School staff should always try to avoid acting in a way that might cause injury; however, in extreme cases, it may not always be possible.

20. Confiscation, searches, screening

Searching, screening and confiscation are conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil’s possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher.

Subject to the exception below, the authorised member of staff searching will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of different sex to the pupil can search without another member of staff as a witness if:

- The authorised member of staff searching reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of the staff

When an authorised member of staff searches without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil has a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before searching the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not searching would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Allow the pupil to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the Headteacher (or deputy) / pastoral manager to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether searching will prevent the pupil from harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions mean any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who searched should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items including incidents where no items were found, will be recorded in the school's CPOMS safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers following the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into the school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical well-being and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and well-being of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before the strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is a risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and the appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of different sex, if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be allowed to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip-searched more than once and/or groups of pupils who may be more likely to be subject to strip-searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

21. Monitoring and Evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of a designated person of the Senior Leadership team in conjunction with the Headteacher. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the designated person with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation, the reviewed draft policy will be brought to the Governing Body for approval annually.

The analysis of yellow and red cards will be conducted by the phase leader monthly and shared with the Senior Leadership Team.

The monitoring of yellow and red cards will be conducted weekly by the Assistant Headteacher who leads on behaviour.

Responsibilities of Class Teacher

- The Class Behaviour Management File has forms for monitoring behaviour on a daily and weekly basis.
- Daily completion of yellow and red card records.
- Weekly analysis record of yellow and red cards and completion of whole school document.
- Early intervention and involvement of parent/carers when a pattern or concern is highlighted from the weekly analysis.
- Reflection on class routines and actions of staff when analysing weekly records.
- To seek advice, liaise with parents/carers and inform appropriate line managers of any concerns.

School Leadership Team Responsibilities

- The team will monitor behaviour files and tracking, supporting class teams to apply the policy consistently and effectively.
- Support class teams to analyse records for patterns and concerns.
- Deal promptly with any behaviours classed as exceptional.
- Send red card letters.
- Supervise children missing Golden Time.
- Monitor the effectiveness of the policy

22. Link to Special Educational Needs Code of Practice

Social, Emotional and Behavioural Difficulties (SEBD) are one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a Class Teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

Additional needs for Social, Emotional and Behavioural Development (SEBD)

We recognise that we may need to employ further strategies for children who have Additional Needs and whose behaviour cannot be improved or managed through the use of our Golden Approach.

We follow procedures for Special Needs for these children, seeking support from the Local Authority and the Educational Psychology Service as appropriate. (See Inclusion Policy)

Individual Behaviour Plans (IBPs) are written for all pupils at 3rd or 4th Response or who have an EHC Plan concerning additional needs for SEBD. This may include a Pupil Support Plan (PSP) or plan of reintegration techniques (PRT) developed in consultation with the parent, pupil and other appropriate staff. These plans are shared with all staff working with the child.

Frequent Assertive Mentoring meetings (termly) also focus on support strategies and targets for pupils who are struggling to achieve green (well done) on their mentoring sheet for behaviour.

23. Mobile Phone Policy

Chantlers Primary School has established the following Acceptable Use Policy for mobile phones that provides parents and pupils with guidelines and instructions for the appropriate use of mobile phones during school.

Although we discourage pupils from bringing mobile phones into school, we acknowledge a parent's right to allow their child to bring a mobile phone to school and ask that the following steps are adhered to:

1. Parents and pupils must read and understand the Acceptable Use Policy before they are permitted to bring mobile phones to school.
2. The Acceptable Use Policy applies to pupils during school hours on the school site.

Mobile phones are not permitted on school trips or residential trips. School staff will have access to mobile phones in case emergency contact is needed.

3. If parents need to contact pupils for any reason during the school day, this should be done via the school office and not via the child's mobile phone.
4. Only pupils who have written permission from their parents are entitled to bring mobile phones to school. **We advise parents to only request permission for pupils who walk to and from school without an adult. This request is only available to Y5 and Y6 pupils. Please complete the attached permission slip if you wish your child to bring his/her mobile phone to school and return the slip to the school office.**
5. If pupils bring a mobile phone to school, *the phone must be switched off until they leave the school premises at the end of the day.*
6. Pupils must hand their mobile phones to their class teacher on arrival at school or the school office.
7. Pupils' mobile phones will be kept locked away until the end of the school day.
8. Mobile phones seen on the school premises being used at an inappropriate time will be confiscated immediately by a member of staff until the end of the day. At this time, it will be the responsibility of the parents to collect the phone from school, not the pupil. If a pupil is found taking photographs or videos with a mobile phone of anyone, this will be regarded as a serious offence and disciplinary action will be taken including a meeting with parents.
9. The school cannot be held responsible for the security of pupils' mobile phones at any time.

24. Review of the Policy:

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted with staff, parents and Governing Body.

The policy will be reviewed annually.

25. Procedures for Concerns

I have a concern about the behaviour of a child or the behaviour management of a child in school



I can talk to the Class Teacher



If I am still concerned I can talk to the Headteacher



If I am still concerned I can talk to a member of the Senior Leadership Team



If I am still concerned, I can write to the Chairman of the Board of Governors

26. Links with other Policies

This Behaviour Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs/Inclusion
- Child Protection
- Anti-Bullying
- Attendance
- Pastoral Care
- RSE
- Attendance
- Staff Code of Conduct
- Safeguarding

Appendix 1

Strategies for dealing with difficult situations

In dealing with difficult situations, adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm.
- Use a quiet voice.
- Use neutral language and keep it to a minimum.
- Avoid invading personal space unless necessary.
- Avoid prolonged eye contact.
- Stand still.
- State expectations.
- Remind the pupil of the consequences (use cautiously).
- State what will happen next.
- It may be necessary to remove the audience.
- Withdrawal – move the pupil away from the group for a short period. In these models, a non-violent response gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting – refer to Safe Handling Policy (DFE, 2004).

Always remember to give a thought-driven professional response to a pupil’s behaviour to de-escalate the situation.

- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we, as adults, choose to respond is very important in teaching and achieving the desired behaviour.
- Ensure consistency of approach from all adults
- Give the following messages to all pupils: “I want you to succeed in my class.”
 - Only shout to bring about safety, to raise an alarm or to de-escalate a situation if necessary.

Unacceptable Behaviour

At Chantlers School, the focus is always on positive behaviour, Golden Time is at the centre of the behaviour approach, rewarding children for meeting expected behaviour and offering green and purple cards to those who go above and beyond expectation. There may, however, be times where children do not meet our expectations of behaviour. Therefore, we have a very clear structure away from the day to day behaviour practices for those children who have been highlighted to the senior leadership team. We aim to deal swiftly with any highlighted child to ensure that monitoring can be put in place promptly. Any child can come away from these steps if behaviour is rectified.

Class Teacher Chart

STEP 1

The class teacher will keep a more detailed account of the child's behaviour through a behaviour chart. This means that the child's behaviour will be recorded after each session and monitored by both the class teacher and phase leader.

Head Teacher Daily Report

STEP 2

If behaviour doesn't change on the class teacher chart, then the child will be put on a head teacher daily report. The child will be sent to the head teacher at the end of each day so that they can monitor the behaviour more closely.

Internal Isolation

STEP 3

If a child still persists to show poor behaviour in school, they will be removed from the classroom setting. The period of isolation will be decided by the Head Teacher. The child will still be expected to complete all classwork set by their class teacher. reintegration to the class will depend on the child's needs.

Fixed Term Exclusion

STEP 4

If a child can not be in school as a consequence for their behaviour, then the Head Teacher may issue a fixed term exclusion. On return to school, the child and parent/carer will be invited in for a return to school meeting, where short term targets will be decided.

CONSEQUENCES

A consequence will be given to any child that:

- Breaks a School Rule
- Disobeys an instruction given by an adult
- Is being unkind or rude
- Deliberately annoys or distracts others from their learning
- Isn't working hard or being productive

If a child has already had a consequence, then they will go to the next stage.



Chantlers
Primary School

A World of Possibilities

STOP

Verbal reminder about expected behaviour.

Inform the child which School Rule they need to follow and what will happen if they carry on breaking the rule.

(Frank, please remember our school rule about...If you break this again, it will mean that...)

STAGE 1

ACTION TO BE TAKEN

Talk to the child about their unacceptable behaviour.

X to be recorded next to the child's name in the class file.

STAGE 2

ACTION TO BE TAKEN

YELLOW CARD



XX to be recorded next to the child's name in the class file.

5 minutes to be taken off their Golden Time (time out in class for Reception).

STAGE 3

ACTION TO BE TAKEN

RED CARD



10 minutes time out in another classroom NOT with a Senior Leader.

Behaviour to be discussed with the child at lunchtime or breaktime.

Parents to be informed by Class Teacher at the end of the day.

Child to miss 15 minutes of Golden Time, (appropriate time out in class for Early Years).

Red Card incident to be recorded on Integris.

If deemed serious enough, a child can go straight to stage 4/5 for:

STAGE 4

- Fighting
- Bullying
- Racism
- Homophobic Language
- Swearing
- Damaging Property
- Behaving in a dangerous way
- Spitting

ACTION TO BE TAKEN

Time out to discuss poor behaviour with a Phase Leader or another member of SLT.

Stage 4 slip to be given to the Senior Leader where time out takes place.

Parents to be informed by Class Teacher or Senior Leader.

Behaviour incident to be recorded on Integris. Suitable sanction to be administered.

STAGE 5

If deemed serious enough, a child can go straight to stage 5 for:

- High levels of aggression
- Persistently ignoring instructions
- High levels of rudeness or insolence
- All of Stage 4 Behaviour

ACTION TO BE TAKEN

Child to be sent for time out to Mr Barlow/Mr Lea.

Mr Barlow/Mr Lea to speak to parents/carers with the Class Teacher present.

Behaviour incident to be recorded on Integris. Period of isolation may be given (as appropriate). Period of exclusion may be given (as appropriate).

Appendix 4

Reasonable force

Please click on the link: [Reasonable Force](#)

Searching of Pupils

Please click on the link: [Child Advice](#)



RESTORATIVE INTERVIEW

“With the privilege of professional judgment comes the responsibility of reflective practice”

The restorative Interview is the most important part of the **Safe-Schools** process and as such is a valuable tool in assisting young people to take a close look at what happened, how others have been affected, what their thoughts were at the time, how any harm caused can be repaired and how they would manage a situation more appropriately next time.

It is important for charting the young person's progress and gathering information to improve services to young people assisting them to learn and grow and improve communication amongst the team.

What happened? (the young person's perspective)

What was going on for you at the time? (Thoughts and feelings)

Who has been affected and how?

What do you think needs to happen next? (Specify any consequences)

What form of Restorative Practice was used, please choose from the Restorative menu and tick.

Face to Face Apology. (This occurs after both parties agree to meet and some groundwork is done to prepare).

Letter of Apology. (The young person may require some help to formulate this and the letter should contain the reason for the incident but not blame).

Shuttle Mediation. (An independent staff member liaises between the two parties to achieve an outcome whereby all can agree without them meeting together).

Mediation. (The two parties come together to discuss the incident and the impact on their relationship in an attempt to move forward).

Indirect Reparation. (The young person helps to put something back into the unit at the request of the injured party, this may not necessarily be linked to the incident).

Direct Reparation. (Putting something back that is linked to the incident).

Full Conference. (Residents and staff members attend to see how relationships can be improved and conflict reduced).

Young Persons Signature:	Print Name:	Date:
Staff Signature:	Print Name:	Date:
Staff Signature:	Print Name:	Date:

**WITNESS STATEMENT RECORDING FORM**

Name of Witness	
Name of staff supervising this statement (if a student witness)	
Subject/Activity	
Room/Area (the incident occurred in)	
Date	
Time	

Who was involved in the above alleged incident? (students, staff)

What happened?

What do you think may have caused the incident?

Signed (witness)

Date:

Signed (a member of staff, if a student witness) Date:



Chantlers Primary School School Values

[illegible]

Behaviour and Attitude Record

[illegible]