



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

At Chesterton Primary School, there is an expectation of outstanding behaviour at all times. This is led by our motto, 'learning together, growing together and succeeding together.'

Intent

We want every child to learn and thrive in a clean, organised and calm environment.

We want every child to become an independent learner

We expect positive attitudes

We promote respect for all

Implementation

ClassDojo is our behaviour system that is used and displayed in the classroom as well as communicated with parents in real time.

Impact

Children stay on 'green' behaviour throughout the day unless poor behaviour is shown.

Children are rewarded with positive dojos for their efforts and work which is recorded on their 'classroom emoji.'

A range of other rewards are given during the 'Time to Celebrate Assembly' and in the classroom to recognise excellence.

About ClassDojo

ClassDojo allows teachers and parents to work together to support children. Within ClassDojo, children can upload home learning to their private portfolio area.

Children in EYFS are not limited to a set amount of dojos: they are given by the teacher to motivate, celebrate, reward helpfulness and support a positive attitude to learning as children begin to develop new skills.

KS1 and KS2 children are awarded two positive dojos for a successful morning sessions and one positive dojo for a successful afternoon session. This gives real value to earning a dojo and supports consistency across the school. It also makes the system manageable alongside teaching.

A successful morning / afternoon requires the following set of underlying 'non-negotiables' for 'green' behaviour:



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

- ✓ Listening to and following instructions
- ✓ Showing respect
- ✓ Being my best
- ✓ Being good around school
- ✓ Making good choices

Extra dojos are awarded at the discretion of the teacher for exceptional circumstances.

The school has also identified the following set of underlying activities that constitute amber or red behaviour:

- X Not following instructions
- X Being disrespectful
- X Poor standard of work
- X Poor behaviour around school
- X Not making the right choices

Guidance for negative dojos

A child will be awarded negative dojos if they are not following the school rules. Poor behaviour will not be tolerated or excused.

The following response is for low level inappropriate behaviour.

1. Show disappointment by the use of body language /expression
2. Positively point out the behaviour required
3. A quiet verbal warning
4. Following the warning, if the behaviour continues, the member of staff must clearly state what the pupil is doing that is wrong and say "I have already warned you that you must/must not – **you are now on the amber dojo,**" and move the pupil's name visibly on the classroom dojo display so they are very clear they are on a warning.
5. If the behaviour continues, the member of staff repeats Step 4 and moves the pupil's name to the red dojo with a clear message of a final warning. The child will have the opportunity to move within the classroom to calm down and rectify their behaviour.

Consequences of Red dojo

If the pupil continues to behave inappropriately, affecting the learning of others, and does not respond to the red dojo, they should be moved away from the other children and the teacher should make an informed judgement whether the child should remain in the classroom. If they are non-responsive and continuing the poor behaviour, they should be sent to another space/classroom with an agreed arrangement between the teachers. If there is no improvement from the opportunities given, a member of the senior leadership team should be fetched and the situation dealt with. The senior leader will then make a decision based on the response of the child and the circumstances:



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

1. Discuss the behaviour with the pupil and place back in their class if the situation is resolved or place in another class to work for the rest of the session.
2. Telephone the pupil's parent to discuss the pupil's behaviour if their behaviour continues.
3. Put the pupil on a Behaviour Record if needed that requires daily reporting to SLT
4. Arrange a teacher/parent meeting to discuss the pupil's behaviour if there are continuous concerns.

On Red (these actions apply from Y1 to Y6)

- Once the pupil's name is on the red dojo, they miss the following break time or 15 minutes from lunchtime, depending upon the time of day they reach red.
- The class teacher is to inform their parent in addition to the dojo notification so the parent is clear that they have been on red and the consequences of the red dojo.
- At the end of the school day queries by parents can then be clearly answered by the teacher.

Fixed term/Permanent Exclusion:

On occasions, it may be appropriate to send a child home on a fixed term exclusion. The headteacher will be responsible for making this decision. A fixed term exclusion will involve a meeting with the parent on collection/on the child's return to school and a letter being issued with the reasons for the exclusion. Children will be excluded for behaviour that risks the safety of children and adults in the classroom and outside on the playground.

For repeated exclusions, a PSP (Pastoral Support Plan) may be considered to support the child over a fixed period of time (12 weeks) or a managed move (this would be discussed with parents and arranged with another local school).

For very serious breaches of the policy, either as a one off serious breach or persistent disruption, it may be necessary for the headteacher to make a decision to permanently exclude a child. If this is the case the decision will be put before a committee of Governors.

Lunchtime Behaviour

The above methods must also be consistently applied by all lunchtime staff to ensure that the whole school policy is effective.

Children have the right to express their feelings but this must be in a safe and appropriate way. All staff show understanding to the emotions of children and accept that guidance is often needed. This is always done in a thoughtful and positive manner.



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

Policy Agreed: JUNE 2021

Policy Review: JUNE 2024

*Annex Below

The following areas of the policy are taken from and/or amended from the DfE Behaviour and Discipline (pages 8 to 14)

Discipline in schools – teachers' powers:

Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Teachers have a power to impose detention outside school hours.

Staff can confiscate pupils' property.

Punishing poor behaviour - What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher or member of support staff with teaching responsibility can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Behaviour and sanctions

Our clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents must all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy is supported and backed-up by Governors, senior staff and the head teacher.

Our school encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

We have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. We have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

- The setting of written tasks as punishments, such as a letter of apology or writing the school rules.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time, and after school.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use class exclusions, temporary or permanent exclusion.



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Teachers may discipline pupils for non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Punishments may be imposed on pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

Our school policy gives teachers the power to issue detention to pupils (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent; and
- b. non-teaching days – usually referred to as 'INSET days'.

The Headteacher, or the Deputy Headteacher in the long term absence of the Headteacher, can authorise after-school detentions if deemed appropriate. Detentions within school time can be imposed by all teaching staff and support staff with teaching responsibility.



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

Matters schools should consider when imposing detentions

Parental consent is not required for detentions within the school day.

After-school detentions require parents to be informed of the school's actions

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

The school will not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

Confiscation of inappropriate items - What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4 of Behaviour and Discipline in schools) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- lighters and matches
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. mobile phones.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives, drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item or whether the items must be collected by the child's parent or carer.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. See Associated Resources section below for a link to this document.



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm – this must always be conducted in the presence of a member of senior staff.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

Use of Isolation

In extreme circumstances disruptive pupils to be placed in isolation away from other pupils for a limited period.

As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for the Headteacher to decide how long a pupil should be kept in isolation and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. The school must allow pupils time to eat or use the toilet.



CHESTERTON PRIMARY SCHOOL BEHAVIOUR POLICY

Associated resources

1. Use of Reasonable Force – advice for headteachers, staff and governing bodies
2. Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies
3. Exclusions Guidance
4. Safeguarding
5. SEN Code of Practice
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012