



# Chad Vale Primary Behaviour and Achievement Policy

School adoption date:	June 2022
School's review date:	March 2023
Next review date:	Sept 2023

Version control	
v2	Teacher comments/edits added 16/1/22
v3	Governor comments added 31/1/22
v4	Exclusions and Anti-Bullying moved to separate policies
v5	RRSA links added, minor updates
V6	Anti-Bullying information added

## CHAD VALE PRIMARY SCHOOL RESPECTING RIGHTS

This information is written with consideration to our commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. This policy has been written with full awareness of our responsibility and commitment to this purpose. As a school we have decided that the following rights link to this policy:

**Article 3** The best interests of the child must be a top priority in all things that affect children

**Article 28** Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

**Article 29** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 32** Governments must protect children from work that is dangerous or might harm their health or education.

**Article 33** Governments must protect children from the use of illegal drugs.

At Chad Vale Primary School the behaviour of children is exemplary for the majority of the time and this behaviour policy is written for clarity and fairness to all children, teachers, parents, carers, visitors and other adults working at the school.

## Our 3 School Rules

1. Be READY
2. Be RESPECTFUL
3. Be SAFE

It is supported by these key principles:

- ✓ We always recognise and praise positive behaviour
- ✓ We never ignore children's negative behaviour- all adults are responsible for the behaviour of any child, at any time

- ✓ We support negative behaviour in an atmosphere of kindness, patience and understanding
- ✓ We keep parents informed about the behaviour of their children
- ✓ We make rewards, sanctions and consequences clear
- ✓ We recognise that all children have the right to be heard, irrespective of their age, understanding and ability
- ✓ We recognise that behaviour is a communication tool used by children
- ✓ We actively support the principle of inclusion
- ✓ We provide opportunities for pupils to develop self-discipline and the desire to strive towards their own high expectations and standards
- ✓ We ensure that all adults are aware of children's needs and take a flexible, kind and caring approach to everyone
- ✓ No problem is too small; if a parent or child is unhappy they can come and talk to a trusted adult or any member of staff

### **Sanctions**

If children break the rules a consistent approach is taken at Chad Vale. Teachers use a range of techniques to maintain good behaviour within the classroom and beyond:

- The "Look" - facial expression indicating an adult's awareness/concern/ disapproval
- Move position within classroom (teacher moves their own position, or moves the child)
- A verbal behaviour 'correction'
- A verbal reminder
- A verbal warning
- Time out
- Loss of Golden Time/playtime/dinner break/jobs/privileges
- 'High Supervision' play/dinnertimes (e.g children to spend break-times with an adult, playing games safely)
- Behaviour Tracker
- Individual Risk Assessment or Risk Reduction Plan
- Group sanctions (e.g to tidy a messy classroom, practice walking in school at break-time etc)
- Removal of attendance of special events (e.g. trips/after-school club)
- Exclusion of a child during the lunchtime break for either a short or indefinite period.
- 'Internal Exclusion' from class for a session/day
- Fixed Term (temporary) exclusion
- Permanent Exclusion

### **Teachers will NEVER:**

- Remove a child from a classroom into an unsupervised area
- Stand children in corridors
- Identify publicly, to other children in their class, a child that is not behaving by writing their name on the board, e.g. sad face/smiley face

### **Walkie/Talkies and Red Triangle**

Every room and every member of staff should have easy access to a red triangle. There is a large triangle in each classroom and small ones that should be carried at all times on staff lanyards.

If there is serious disruption in class or dangerous behaviour (e.g. fighting, attacking a child or teacher) teachers must send the RED TRIANGLE. The **FIRST ADULT** who sees the red triangle goes to the class to assist whilst the teacher removes the child, OR the teacher looks after the class whilst the adult removes the child.

All staff have been issued with a walkie-talkie radio. After the red triangle has been sent, they should call for assistance on channel 16.

### **Reminders, Warnings, Time Out**

If a child is breaking the rules, use the following techniques in this order:

1: Reminder (Say: "This is your REMINDER, we put up our hand to speak".)

2: Warning (Say: "This is your WARNING, we put up our hand to speak. If you keep breaking our rule, then you will be sent out.")

3: 1<sup>st</sup> Time Out (5 mins in next class up and Scholarpack Incident Record and message sent home via Marvellous Me)

4: Go immediately to 2<sup>nd</sup> Timeout if behaviour continues on return from 1<sup>st</sup> Time Out (rest of lesson in next class up and further and Scholarpack Incident Record and message sent home via Marvellous Me)

**Do not repeat reminders and warnings.** Inform the Behaviour Co-ordinator that a child has been sent out twice in a day.

5: Go immediately to 3<sup>rd</sup> Timeout if behaviour continues on return from 2<sup>nd</sup> Time Out, (rest of session in next class up and further and Scholarpack Incident Record and message sent home via Marvellous Me)

**Do not repeat reminders and warnings.** You must inform the Head Teacher that a child has been sent out for a third time in a day.

**Do not make exceptions,** please comply with the policy to the letter.

For certain behaviours, an immediate move to 'Time out' may be required (e.g. if a child has hurt someone).

For certain children, an Individual Behaviour Plan may modify the usual sanctions as part of their needs for reasonable adjustments. These plans will be communicated to all staff in a briefing.

### **Intervention/Support Strategies (see BECo/SENCo)**

Intervention strategies help children improve their behaviour (e.g. reward charts, trackers, daily text etc.) Any additional behaviour incidents should be recorded via the intervention but also recorded on Scholarpack so that a detailed record of behaviours can be created to support any future interventions.

They last for 2 weeks (for KS2 pupils) and 1 week (for KS1 pupils). At the end of the intervention, an improvement in behaviour is expected. The intervention levels work as follows:



- After 3 SCHOLARPACK behaviour records- parents to meet with Class Teacher and Intervention 1 put in place (1 week KS1/2 weeks KS2)
- After 4 SCHOLARPACK behaviour records- parents to meet with Senior Teacher and Intervention 2 put in place (1 week KS1/2 weeks KS2)
- After 5 SCHOLARPACK behaviour records- parents to meet with Behaviour Co-ordinator and Intervention 3 put in place. (1week KS1/2 weeks KS2)
- After 6 SCHOLARPACK behaviour records- parents to meet with Deputy Head Teacher and Behaviour Co-ordinator to write an IBP (Intervention 4- ongoing) and explore outside agency support
- Should the interventions not be successful, the Head Teacher will meet with parents to discuss other options, which may include alternative provision or exclusion.

### **IBP Individual Behaviour Plan**

An IBP is produced for pupils who reach Intervention Level 4. IBPs provide flexibility and the opportunity to manage pupils' behaviour in different ways to suit the needs of that child. IBPs will be reviewed on a 4-6 weekly basis by the BECo/SENCo with an expectation that there is a measurable improvement in behaviour.

# Behaviour Policy Guidance for Staff

Please follow this procedure for incidents of unacceptable behaviour:

## Reminder

(E.g. say: "This is your REMINDER, we put up our hand to speak".)

## Warning

(E.g. say: "This is your WARNING, we put up our hand to speak. If you keep breaking our rule, then you will be sent out.")

## First TIME-OUT (5 minutes, behaviour message sent home)

Send child to the next class up for 5 minutes. (E.g. say: "You've chosen not to change your behaviour, spend 5 minutes thinking about our class rules. When you come back I want to see your hand up to speak." **RECORD** on SCHOLARPACK Behaviour and send message on MM)

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If a child continues to break the rules after their **FIRST** time out, please use the **SECOND** time-out sanction. **DO NOT** repeat the Reminders/Warnings- they have used these already!

## Second Time-Out (rest of lesson, behaviour message sent home)

The child must have work with them and stay in the class for the duration of the lesson, returning ready for the next lesson. **RECORD** on SCHOLARPACK Behaviour and send message on MM. Inform BECO.

If a child continues to break the rules after their **SECOND** time out, please use the **THIRD** time-out sanction:

## Third Time-Out (rest of session- am or pm, behaviour message sent home)

The child is sent with work for the rest of the morning/afternoon session. This **MUST** be recorded on SCHOLARPACK Behaviour and further message sent on MM. Inform the Head or Deputy Head Teacher.

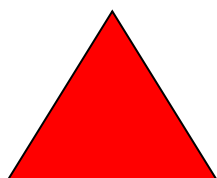
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## Immediate Exclusion (rest of session- am or pm, behaviour message sent home)

If a child is involved in an incident involving violence, or wilful insolence to teachers in front of others, they need to be immediately excluded from class for the rest of the session. Send to HT/DHT/ST and **RECORD** on SCHOLARPACK Behaviour. Parents also need to be informed.

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**Every child has a FRESH START every day**



In an **EMERGENCY** (or, for example, if a child refuses to leave) teachers **MUST** send the **RED TRIANGLE**. This should be taken to an adult who will come to the class to support.

## Behaviour Policy Guidance for Children

### Reminder

E.g. "This is your **REMINDER**, we put up our hand to speak".

### Warning

E.g. "This is your **WARNING**, we put up our hand to speak. If you keep breaking our rule, then you will be sent out."

### First TIME-OUT in next class up (5 minutes, message sent home)

E.g. "You've chosen not to change your behaviour, you need 5 minutes **TIME-OUT** thinking about our class rules. When you come back I want to see your hand up to speak."

**RECORDED** on SCHOLARPACK and message sent home

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### Second Time-Out in next class up (rest of lesson with work)

**RECORDED** on SCHOLARPACK and message home

### Third Time-Out in next class up (rest of session am or pm with work)

**RECORDED** on SCHOLARPACK and message home

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### Immediate Exclusion (rest of session am or pm)

If you hurt someone or are disrespectful to adults you will be immediately excluded from class for the rest of the session.

**RECORDED** on SCHOLARPACK and message home

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**Be Ready, Be Respectful, Be Safe**

## Rewards/Incentives

Rewards or incentives allow us to celebrate children's personal, social and academic development and create a positive ethos in our school.

They include;

- 'Class Dojo' points for recording Golden Time
- Marvellous Me for electronic badges and praise messages
- Positive verbal comments
- Private and public praise
- Stickers, badges
- Class jobs/additional responsibilities
- Golden Signatures (given by teacher)
- Golden Signatures (given by HT/DHT/AHT)
- Golden Signature Reward Badges (given by Head Teacher/Deputy Head Teacher/AHT)
- Star/Learner/Writer of the Week certificate
- Presentation of sporting, musical, academic certificates earned outside of school in Star and Learner assembly

**Sweets/food or money are not permitted as rewards in school.**

### Golden Time

Golden Time takes place on Friday afternoon at 3.00pm. **It is a reward, which celebrates the success of those children who are following the rules.** It is a special time when children have access to organised indoor and outdoor activities that they find rewarding and particularly enjoyable.

Golden Time is earned individually throughout the week and recorded using ClassDojo. For children who haven't earned enough Dojo points for this reward time a reflection activity should be put in place for them to complete.

Golden Time should only be removed as a whole class sanction if the class have agreed that it can be given as a 'whole-class reward'.

### Positive Handling

Staff are trained by Team Teach to use positive handling techniques for certain situations. Please see the Care and Control Policy for more details. All positive handling incidents must be recorded on Scholarpack under 'Positive Handling'.

### Recording, Monitoring and Tracking of Behaviour Incidents/Achievements

All behaviour incidents are recorded using SCHOLARPACK Behaviour. If staff deal with a behaviour incident for a child in someone else's class, they must ensure that this is recorded.

All achievements are recorded on Marvellous Me.

### Golden Signature Prizes

Children earn a prize when they have collected the following number of Golden Signatures:

Reception and Y1: 10

Years 2/3: 20

Years 4/5/6: 30

This is recorded on Marvellous Me and an electronic badge is also sent home.

### Recording of discriminatory incidents based on any of the protected characteristics from the Equality Act 2010



At Chad Vale we value the cultural diversity that is explicit in our planning and assemblies. We also create and implement strategies to address racist, homophobic and disablist bullying.

- Our School Code (above) is displayed prominently around the school site
- All incidents of a racist, sexist, homophobic, biphobic, transphobic or disablist nature will be recorded on SCHOLARPACK. They MUST also be reported to the head teacher who will report it to the pupil's parents/carers (victim and aggressor) and then to the Governors via the Head Teacher's report.
- We will provide for the particular needs of all our pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
- We will prepare all pupils for life in our multicultural society, building upon the strengths of our cultural diversity.
- We will celebrate cultural diversity.





- We will monitor and target under achievement relating to the protected characteristics and take action to address these where found

**Anti-Bullying**

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves a balance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Bullying is not accepted at Chad Vale and we do all that we can to prevent it. Where it happens it is dealt with swiftly. Please view our Anti-Bullying Policy available on the school website.

Policy adopted by governors: ..... (date)

Signed: .....

Date of review: .....