



CHARD SCHOOL
BEHAVIOUR POLICY

Date of last review:	March 2019
Date of next review:	March 2020

1. Introduction

We believe that children develop best in a structured environment in which everyone, adults and children, know what is expected of them. Children must be free to develop their play and learning in a relaxed atmosphere but with clear parameters of acceptable behaviour. They should not be in fear of being hurt mentally or physically and should be able to develop self-discipline and self-esteem through mutual respect and encouragement.

In all aspects of school life, the following principles are followed:

- Good behaviour is based on common sense and Christian principles.
- We aim to provide a supportive environment for the pupils in which they feel able to fulfil all aspects of their spiritual, moral, social and cultural development.
- The development of pupil's independence, self-esteem and self-confidence is central to our aims.
- The need for good discipline is essential if we are to fulfil our aims for the pupils and if we are to ensure the health and safety of all members of the school community.
- It is hoped that standards expected by staff and parents are the same and therefore the school expects support from parents on matters of discipline.
- Mutual respect between staff, parents and pupils is expected and therefore the encouragement and reinforcement of good behaviour are essential both at school and in the home.
- Pupils are expected to develop a respect for others, for themselves, for property, for the school and for the wider community through good manners.

2. Rewards for good or improving behaviour

We praise and reward children for good behaviour in a variety of ways:

- **Verbal praise and different class/ subject rewards**
- **Headteacher's Awards** are awarded for exceptional pieces of work.
- **Individual Merit Points** are awarded for model behaviour/ excellent effort/ achievement. They are collected for each child in Yr1 – 6 once a week. Each

child builds a cumulative total of Merit Points throughout the year which is celebrated with the presentation of coloured badges. Red = 25 , Orange = 45, Yellow = 80, Green = 120, Blue = 160, Dark Blue = 200 and Purple = 250.

- The children in EYFS are awarded **Stars** for model behaviour/ excellent effort/ achievement. Each child builds a cumulative total of stars throughout the year which is celebrated with the presentation of certificates.

In addition to the rewards detailed above, we promote good behaviour and a positive atmosphere in the school, in the following ways:

- Circle Time – to enable children to discuss issues with each other in a calm, supportive atmosphere
- School Council Meetings – to enable children to make suggestions and offer their opinions on school improvement
- One to one discussions with teachers on behaviour and friendships

3. Unacceptable behaviour

- The following behaviour is considered unacceptable:
 - (a) disruptive behaviour in lessons
 - (b) deliberate damage to property
 - (c) physical or verbal abuse of other pupils
 - (d) failure to wear uniform correctly
 - (e) possessing a prohibited item*
- Pupils will be made aware of rules, as they arise (often in Assembly) and they will be expected to act within these rules.
- Where sanctions are necessary, at school, then they will be appropriate and in proportion to the offence, carried out as soon as possible, so that the child is encouraged to make a fresh start as soon as possible.
- Pupils should have the security of knowing what to expect and what is expected of them.
- All adults apply rules consistently.
- All adults aim to be positive role models for the pupils with regard to courtesy, care and friendliness.
- The pupils should always be praised for showing kindness to others and for being helpful.

Sanctions for poor behaviour

When a pupil does behave in an unacceptable way, the school employs a number of sanctions to enforce the behaviour policy and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- A pupil who has misbehaved will be given adult support in guiding him/her to understand what was wrong with the behaviour and to work towards a better pattern. The adult will need to have regard to the pupil's age and level of understanding.
 - It should always be stressed that it is the behaviour that is unacceptable, not the pupil.
 - Parents will be informed if persistent or serious problems arise.
1. Staff present at the time of infringements should deal with the problem appropriately and immediately. If this incident requires intervention by SMT an 'Incident Form' is completed by the member of staff first on the scene.
 2. Pupils will be miss one playtime with SMT for breaching the rules for a minor incident and two days of playtimes for a more serious incident. The purpose of this time is to reflect upon their behaviour and share their learning from the incident. An apology will be given to the child and or member of staff concerned before the child returns to their learning.
 3. There is an "on report" system - whereby a pupil has to report to each member of staff who teaches them at the end of a lesson and at the end of each break period, for a written comment on work and behaviour. These are shown to the Head at the end of each day and taken home to be shown to parents, who have to sign and make comments if necessary, before being brought back to the Head the next day. This sanction will only be used for persistent poor work or extreme behaviour and will be linked to a specific problem, e.g. meeting deadlines, low quality of homework, unacceptable behaviour, etc. Comments should then be specific to the problems.
 4. Parents will be informed about misdemeanours, whenever necessary.
 5. In the case of persistent or extreme lapses of behaviour, the Head would contact parents for a discussion on the child's future welfare and any sanctions that may be necessary. Suspension or exclusion can be used, as a last resort. In the case of a pupil who is found to have made malicious allegations against a member of staff, the Head would consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.
 6. The Head keeps a record of all incidents relating to poor behaviour.
 7. Chard School follows the DfE's July 2013 advice for schools on the use of reasonable force; please see the separate Use of Force Policy.

*The DfE document of 2014 states that Heads and members of staff

authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

If the unacceptable behaviour is deemed to be bullying, then the school's Anti-Bullying Policy will be followed.