



Chess Valley
Primary
Learning
Trust

Behaviour and Attitudes Policy

Date: Autumn 2023

Review Date: Autumn 2024

A community in which everyone is encouraged to be ambitious and to achieve their full potential, within a caring, Christian environment. (CCS Vision Statement)

We expect that standards of behaviour will reflect our Christian values. The school has several rules, but our Behaviour and Attitudes Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school staff strive to give at least twice as much praise as censure. The school rewards pro social behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote pro social behaviour, rather than merely deter anti-social behaviour.

The main aims of our behaviour for learning approach are to:

- Maintain, encourage and promote pro social behaviour wherever possible
- Expect all children to behave well
- Share and agree identification of what we consider to be unacceptable behaviour
- Have a consistent approach across the whole school
- Offer an opportunity at each stage for children to make amends and redeem themselves
- Involve parents at an appropriate stage (usually early on)
- Involve children –encouraging them to take responsibility for their own actions

Code of Conduct

At the beginning of each academic year the whole school considers the meaning of the Code of Conduct. **All members of the school community are expected and encouraged to behave in a manner that reflects our core Christian values. We expect everyone to be...**

trusting & trustworthy; kind and loving; respectful

In addition to our core Christian values, children are expected to:

- Listen carefully to instructions in lessons and to respect the learning environment of all the children in the class/school
- Be well mannered and remember to say 'please' and 'thank you'
- Try their best in all activities
- Come into and leave the school buildings and classrooms calmly

Pro Social behaviour

Our teaching, whole school worship and assemblies, peer and adult role models etc. all encourage and reinforce pro social behaviour and manners around the school. Special effort, success, kindness and good manners are rewarded with praise and encouragement in several different ways:

- All adults congratulate children and openly affirm pro social behaviour, manners, attitude etc.
- The House merit system rewards individuals, classes and houses on a weekly basis in the school achievement assembly. Merits are awarded for good work, attitude and effort with learning and behaviour.
- Individual house merit awards are given to children earning 25, 50 and 100 merits by the Headteacher.

- Children can also receive a Green Card for effort or attitude and for living out our core Christian values in their daily lives in school.
- Children in receipt of a Green Card subsequently receive a certificate in achievement assembly.
- Wherever possible, special effort, success, kindness and good manners or positive feedback from visitors to the school are brought to the attention of the whole school.
- All staff recognise and promote pro social behaviour and attitudes using these systems.
- Children share successes and achievements with their family group members in assemblies.

Anti-Social Behaviour

The school employs a variety of measures to ensure a safe and positive learning environment. We apply the measures appropriately to each individual situation.

We do this with consideration for our Christian belief in forgiveness and reconciliation.

- Children are always encouraged to see the consequences of wrong actions and their effect on themselves and others.
- Parents are always informed if we are concerned about repeated anti-social behaviour and are involved in the strategies for improving the behaviour.
- Sometimes a 'Home Contact Book' or a 'Target Card' are used to encourage and support these children and parents are involved in this process.
- Classroom behaviour expectations are discussed at the beginning of each year by the children in each class and include details of how the teacher will alert children to inappropriate behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the class teacher stops the activity and prevents the child taking part in the rest of the session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident in CPOMS and acts in accordance with the Anti-Bullying Policy. Senior teachers will be involved.

Restraint

Staff only intervene physically to restrain children or prevent injury to a child (i.e. in an emergency) or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

External Agency Support

If appropriate the class teacher and SLT may liaise with external agencies, such as Family Support Worker. If the child is facing any barriers to learning, the SENDCo may take up their case. External support may only be done with the permission and agreement of the parents/carers of the child in question.

Internal & External Fixed term and Permanent Exclusions

The Headteacher is responsible for implementing internal exclusions where necessary. The Headteacher has responsibility for giving fixed term external exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, Headteacher may permanently exclude a child. School governors are always notified. We do not wish to exclude any child from school but sometimes this may be necessary.

The school has adopted the Hertfordshire County Council guidance and would refer to this guidance in any decision to exclude a child from the school. If the decision is made to exclude a child, the parents/carers are informed immediately.

The school has an Anti-Bullying Policy, which is read in conjunction with this policy. Both policies are available on the school website.

Monitoring and Review

This policy is reviewed annually in the autumn term by the Senior Leadership Team and Local Governing Body.

APPENDIX 1: An Expectation on Behaviour & Attitudes across the School Community

Our Pupils

Pupils have the right to:

- Be valued as members of the school community
- Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns
- Make mistakes which are an essential step towards successful learning
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon
- Be taught in a pleasant, well-managed and safe environment
- Work and play within clearly defined and fairly administered codes of conduct
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met
- Develop and extend their interests, talents and abilities

Pupils are responsible for:

- Respecting the views, rights and property of others, including the school itself and everything in it
- Behaving safely in and out of class
- Co-operating in class with the teacher and peers
- Putting effort into everything
- Conforming to the conventions of good behaviour and abiding by all school rules
- Understanding that making mistakes is the necessary step towards making progress and that errors are not wrong but a part of learning
- Seeking help if they do not understand or are having difficulties
- Recognising the difference between right and wrong
- Accepting ownership for their own behaviour and learning, and to develop the skill of working independently

Our Staff

Staff have the right to:

- Work in an environment where children and parents are courteous and respectful
- Express professional views about a child and discuss opportunities for a child in connection with educational, emotional, social or behavioural developments
- Receive support and advice from senior colleagues and external professionals
- Be treated with care and dignity from all members of our school community
- If necessary, search a child or children if it is believed safety is at risk and to uphold school policies
- If necessary, confiscate a child's personal property without warning and without parental permission
(*DfE Searching, Screening & Confiscation Guidance January 2018*)

Staff Responsibilities:

- Follow the whole school Behaviour & Attitudes Policy
- Manage behaviour through effective prevention, identification and support strategies
- Teachers and all other staff within the school have the statutory responsibility to challenge pupils whose behaviour is unacceptable, who break school rules or fail to follow reasonable instructions (Section 90 and 91 of the Education and Inspections Act 2006)
- Teachers may implement a range of strategies for pupils where behaviour is inappropriate
- Take responsibility for not only children in the class but every child in the school and treat all children with equity, irrespective of gender, race, religion, beliefs, sexual orientation, disability and ability
- Model acceptable behaviour
- Be caring, empathetic, approachable and alert to pupils in difficulty
- Provide bespoke support for children with SEND
- Share with parents any concerns they have about their child's progress or development

Chess Valley Primary Learning Trust

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Our Parents

Parents have the right to:

- A safe, well-managed and stimulating environment for their child's education
- Have their enquiries and concerns listened to and sympathetically and efficiently considered
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child
- Be informed about their child's achievements at least termly
- Be informed about school policies and procedures
- Receive a broad, balanced and appropriate curriculum for their child
- Be involved in key decisions about their child's education
- Experience a suitably resourced school with adequate and well-maintained accommodation

Parent Responsibilities:

- Support the delivery of this policy
- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead
- Act as positive role models for their child in their relationship with the school
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's general wellbeing and/or medical needs or home circumstances
- Show interest in their child's classwork and homework, and where possible, provide suitable facilities for learning and working at home
- To respond promptly & politely when contacted by the school for any reason
- Attend meetings with the school as and when they are arranged
- Be aware of school rules and procedures, and encourage their child to abide by them
- To talk to their child about the school's expectations of behaviour and learning
- Not to upload comments or images that may offend or damage the school

APPENDIX 2: Anti-Social Behaviour and Consequences – a guide for staff, parents/carers & children

We believe that making mistakes in the way we behave is a natural part of the learning process, each mistake being an opportunity to learn and grow.

It is our firm belief that everyone deserves a fresh start, and we encourage children to put mistakes behind them. However, repetition of anti-social behaviour communicates the need for further consequences to help children develop responsibility and understand the impact of their behaviour.

Our core purpose is to employ several supportive consequences to ensure a safe and positive learning environment for all.

We take into consideration the age and stage of development and any special educational needs of the child when making decisions about appropriate consequences.

We employ each supportive consequence appropriately to each individual situation based on a range of contextual factors.

There are, in general, five levels of consequence for challenging behaviour and pupils are made clear of the consequences for each type of behaviour.

The behaviours are given as examples of the type of behaviour which could lead to supportive consequences but is not a definitive list; every individual case is looked at on its merits and contexts.

Stage	Behaviour	Consequence
1 Child & class teacher	Examples of: <ul style="list-style-type: none"> • Being rude to anyone • Talking when they should be listening/working • Calling out • Dropping litter or food on the floor • Wandering around the classroom • Being in the school without permission during break & lunchtimes • Failing to hand in homework on time • Behaviour that contradicts the school values • Inappropriate & disruptive interruptions • Unkind remarks • Bad language (one off) • Answering back 	We may choose to: <ul style="list-style-type: none"> • Provide a reminder about the reason for appropriate behaviour • Record behaviour on CPOMS – our electronic monitoring system • Provide a task to allow catch up with missed learning • Send a homework reminder email home • Support with managing emotions & attitudes
Stage	Behaviour	Consequence
2 Child & class teacher Senior Leader will be involved Parents/carers may be involved	Examples of: <ul style="list-style-type: none"> • Continuing any Stage 1 behaviours • Damaging property • Swearing or using offensive/discriminatory language to anyone • Using equipment in a dangerous way • Refusing to engage or participate in learning activities • Refusing to follow or ignore any reasonable instruction from an adult in school • Taking property which does not belong to them • Unintentionally hurt or upset someone through thoughtless behaviour 	We may choose to: <ul style="list-style-type: none"> • Speak to the child about their behaviour • Give a child a formal warning • Record behaviour on CPOMS • Take a child's own time away (e.g. break time, lunchtime to reflect upon/discuss the behaviour.) • Use an appropriate restorative consequence (e.g. to complete tasks not done, and/or write a letter of apology) • The appropriate Senior Leader will be involved & will initiate a meeting with parents/carers
If the adults in the school feel there is a concern with repeated Support Stage 2 behaviours, they may request a meeting with your parents/carers.		
Stage	Behaviour	Consequence
3 Child & Senior Leader with Headteacher Parents/carers will be involved	Examples of: <ul style="list-style-type: none"> • Continuing with any Stage 2 behaviours • Fighting • Spitting • Stealing • Bullying another person (see anti-bullying policy) • Continuing to use any discriminatory language towards someone • Hurting or upsetting someone deliberately through inappropriate behaviour 	You can expect us to: <ul style="list-style-type: none"> • Contact parents/carers & meet to discuss the behaviour • Record the behaviour on CPOMS • Instigate internal exclusion from the class for a fixed period of between 1 & 5 days depending upon the context & circumstances • Devise an appropriate restorative consequence to help make meaningful links between behaviour & consequences

Stage	Behaviour	Consequence
<p>4</p> <p>Child, Class teacher, Senior Leader & Headteacher will be involved</p> <p>Parents/carers will be involved</p>	<p>Escalation of Stage 3 behaviours in a continuous, deliberate & extreme manner, including:</p> <ul style="list-style-type: none"> • Arguing in a verbally aggressive manner with any child or adult • Making aggressive physical actions towards any child or adult • Causing damage to property • Behaving in a way which is dangerous to themselves or others 	<p>You can expect us to:</p> <ul style="list-style-type: none"> • Record the behaviour on CPOMS • Contact parents/carers & meet to discuss the behaviour • Set specific behavioural targets on a report for two weeks which includes reporting to the Headteacher regularly • Consider exclusion from school during lunchtimes to keep others safe (if appropriate) • Use a reduced timetable to support successful attendance at school • Consider exclusion from school for a fixed-term period, after a review by the Headteacher-dependng on the nature and context of the incident
<p>5</p>	<p>We are an inclusive school but there may be times when a mainstream school is not a supportive enough setting for an individual child.</p> <p>If, after all support measures, high level challenging behaviours that risk harm or persistently disrupt the learning of others, may result in permanent exclusion.</p> <p>If a serious one-off incident occurs, this may also result in permanent exclusion.</p>	