



Cheshire Academies Trust
Inspiring hearts and minds

Kelsall Primary and Nursery School Behaviour Policy

Next Updated: Autumn 2024

Introduction

Our approach to behaviour management is based on the Conscious Discipline model. Further information about this can be found on our school website, <https://www.kelsall.cheshire.sch.uk/page/conscious-discipline/37904>

Our primary aim is that every member of the Kelsall Primary and Nursery School community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of the behaviour and discipline policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of their school community.

- We expect every member of our community to behave in a considerate way towards others;
- We treat all children fairly and apply this behaviour policy in a consistent way;
- We recognise good behaviour as we believe that this will help to develop an ethos of kindness and co-operation;
- We promote good behaviour rather than merely deter anti-social behaviour;
- Our approach to behaviour management is designed to offer a structure within which children can develop effective skills of self-discipline.

Expected Behaviour

At Kelsall Primary and Nursery School, **We Are Crew – there are no passengers.** This ethos encourages a culture of collective responsibility within our school, to act in an appropriate, considerate and respectful way. Our crew community ethos promotes and encourages respectful and appropriate behaviour from **all** children.

At the beginning of each academic year, each class spends time developing their Class Contract together where expectations are agreed and recorded. These focus around the principles of developing a safe working environment where every child is treated well, tries their best and takes responsibility. It is made clear to all children that these are expectations for whole school interactions. Expected behaviours are referenced throughout school and reinforced by use of our crew culture. We expect staff, children and parents to support the whole school expectations for behaviour as regularly agreed

Children are reminded about expected behaviour through class discussion and Crew time, individual conversations and through the PHSE and RSE curriculum;

Encouraging and Recognising Good Behaviour

- Children are all given a designated role/job in their classroom to develop their sense of belonging and being a necessary part of our school Crew. These roles are changed regularly although in Year 6 these may be longer term roles;
- All classes have class crew time each week. On Monday morning they have a class check-in session and on Friday afternoon they have an apologies and acknowledgements session. These sessions encourage a sense of community and a collective responsibility.
- Often inappropriate behaviour arises when a child feels upset, angry or frustrated. Children are taught self-calming techniques to help them in situations they find emotionally challenging;
- Every classroom has a Safe Place. This is a small, comfortable area a child can remove themselves to for a short period of time if they feel they need space to deal with their own upset or to use self-calming

techniques. Staff will support children as appropriate at these times. This is not a time out punishment, rather an opportunity to calm down and reflect how they can deal appropriately with their upset.

- We do not give out stickers or other extrinsic awards as a normal everyday strategy to manage behaviour. Rather children will be encouraged to recognise the positive effect their good behaviour has on themselves and others. Positive behaviour will be openly noticed and described by staff throughout all areas of school life. This may be verbal or a praise postcard.
- Pupils are helped to develop self-motivation. We recognise that on rare occasions children who are struggling to develop good behaviour patterns may need a short term series of goals and rewards to help them develop their self-discipline skills. These will be developed in consultation with the Senior Leadership Team, SENCO and Learning Mentor.
- Our school acknowledges the efforts and achievements of children, both in and out of school.

Dealing with Inappropriate Behaviour

- Children are taught and supported to calmly and assertively challenge any behaviour they find makes them uncomfortable from any other child. This is carefully monitored by staff. We believe it is important for each child to be able to express what they don't like when a behaviour causes them hurt or upset;
- Children are encouraged to use the self-calming techniques they've been taught in confrontational situations. They are encouraged to use the Safe Place for this purpose and to seek staff support as appropriate;
- If a child's physical, emotional or mental safety has been compromised by themselves or another child all children involved will take part in a discussion. This discussion will centre around how best to resolve the situation and how to best prevent it occurring again. The situation may have natural consequences or intentional consequences imposed by staff (e.g. a child may be removed from the playground if their behaviour is deemed by staff to pose a threat to their or other child's safety);
- Our approach to behaviour centres around the need to understand rather than punish. Consequences are therefore used to reinforce this. Consequences will be appropriate to each situation and will be designed to help children learn from their mistakes; allow them to reflect upon behaviour choices and understand the impact of such choices upon others and themselves.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own;
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

The safety of the children in our care is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may remove the child from taking part, giving an appropriate consequence. This will be recorded on our CPOMs system. If a child threatens, hurts or bullies another child, the class teacher records the incident, deals with it as above and the child receives a consequence. Depending on the nature and severity of the incident, parents may be contacted at this point, If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A behaviour support plan may be put in place to quickly improve behaviour. Parents are often involved before this stage as staff aim to have an open informal communication with parents about any concerns.

Kelsall Primary and Nursery School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-bullying policy on our school website.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE no statutory guidance *The Use of Force to Control or Restrain Children*, 2008. Staff in our academies do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child 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.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time. Our class teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Class teachers treat each child fairly and reinforce positive behaviour consistently. Teachers treat all children in their class with respect and understanding.

If a child displays inappropriate behaviour repeatedly in class, in the first instance, the class teacher deals with incidents him/herself. However, if inappropriate behaviour continues, the class teacher seeks help and advice from the Senior Management Team, Learning Mentor and/or SENCO. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Behaviour deemed to reflect Special Needs

Where inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in consultation with the SENCO and Learning Mentor, to draw up an Individual Behaviour Plan.

In cases where a pupil is presenting with more significant or concerning behaviours that present a risk to themselves and others, a Risk Assessment Management Plan will be written in consultation with parents.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, The SENCO/LBP may request the involvement of outside agencies, such as the Behaviour Support Team from the Local Authority. This is in accordance with the Graduated Response Policies from Cheshire West and Chester Local Authority and complies with the Special Needs Code of Practice.

The role of the Principal

It is the responsibility of the Principal to implement the school behaviour policy consistently throughout their school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school. The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the local Chair of Governors has been notified.

The role of parents

Schools work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, to be set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to enable a child to learn from their mistakes parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Local Governing Body

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Principal in carrying out these guidelines. The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

The Principal, or Senior Leader in their absence, has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal, or Senior Leader in their absence, excludes a child, parents are informed immediately, giving reasons for the exclusion. The Principal makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Governing Body immediately by writing to the local Chair of Governors. In the letter the school informs the parents how to make any such appeal. The school also informs the parents that if they consider the exclusion has occurred as a result of discrimination then they may make a claim to the First-tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date the child was excluded.

The Principal informs the LA and consults with the named Governor for exclusions about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Principal. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents. Whilst the governing body has no power to direct reinstatement, they must consider any representations parents make and may place a copy of their findings on the child's school record.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. They also report to the Local Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Principal keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Governing Body to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.