



Behaviour Charter

Aims

- To promote a consistent approach so that everybody in the school community is aware of the expectations.
- To provide a positive working environment in which teaching and learning can take place.
- To foster mutual respect and an awareness of each other's needs.
- To align with the vision and values of our school.

Philosophy

The aim at Stamford Bridge Primary School is to create a safe, secure environment in which children and adults feel free to relate to each other in a relaxed, friendly, respectful way, safe in the knowledge that they are valued, and will be listened to, and responded to, with courtesy.

Children cannot be expected to know instinctively how to behave; modelled examples are important. Some children may not be aware that they are behaving in a way which is regarded as unacceptable by other children and adults. They need to be told, sensitively, that their behaviour is inappropriate, and helped to change it. Where appropriate, the need to be aware of and sensitive to possible cultural differences is paramount.

The whole school team: staff, volunteers, parents, governors and children share the responsibility of creating a school environment where the above aims can be achieved. The physical environment is important in the process of learning, and we seek to surround the children with a clean, warm, well-maintained and organised school. Active steps will be taken to involve children in the creation and maintenance of the environment. The emotional environment is important. Developing caring relationships with children helps them form good work and play relationships with adults and peers, contributing to the school's overall aims.

Staff encourage a positive mind-set of life and learning, seeking to praise and reward whenever appropriate. The children are given every opportunity to exercise responsibility. The active support of parents is vital for the establishment and maintenance of good discipline. In any situation where the staff or Headteacher are concerned about behaviour, action will always be timely, and parents will therefore be informed about poor behaviour at an early stage. Similarly, parents are encouraged to contact the class teacher or the Headteacher with any worries they have regarding their child's behaviour.

Methodology

- School behaviour ladder to be shared with the children and parents and reviewed on an annual basis.
- Teachers/support staff use the behaviour ladder discreetly within classrooms.
- School Rules in place
 - We try our BEST.
 - We are ready to learn.
 - We are respectful.
- We live and breathe our school values of believe, engage, succeed and together.

The school behaviour expectations should be visible in the classroom and be referred to on a regular basis. Rewards and sanctions should be made clear to all concerned. Good behaviour is encouraged and celebrated by creating a well-cared for environment and a well-ordered, positive learning experience.

The staff should therefore:

- Set high and clear expectations for children's behaviour.
- Encourage children to set their own goals and maintain a sense of responsibility.
- Establish consistent procedures in line with the behaviour charter.
- Address any misbehaviour quickly, calmly and sensitively so that it does not encourage others.
- Provide rewards through suitable comments, encouragement and team points.

All teachers and support staff should be able to exercise their own experienced judgements as to the form of their response to disruptive and/or challenging behaviour whether it is in the classroom or outside, but in exercising their judgement they should have regard to the general principles of the school. All incidents of 'below expected behaviour' will be investigated as soon as possible. Consequences will be given following the outcome of the investigation to ensure they are both effective and meaningful. This approach helps the child understand the consequences of their behaviour and take responsibility for their actions. This is to support the child in making positive choices about how to behave in the future. The aim of any consequence should be to achieve immediate good behaviour for the benefit of the child and others. All adults should be aware of their reactions when addressing behaviour. Above all, the consequence must be fair and proportionate to those concerned.

Emphasising good behaviour is vital for creating a positive culture within school. Good behaviour can always be acknowledged by a smile, a positive comment or team point. Good behaviour should be celebrated at group, class and whole school level. We need to ensure that all children experience success. Allow children, whenever possible, to take responsibility for themselves in their behaviour by, for instance, providing choice whenever possible. Provide the children with strategies to resolve their own conflicts. We encourage children to use restorative approaches to restore relationships and build community. We teach them to be assertive, express their feelings, and resolve conflicts through conversation and discussion without resorting to violence, swearing, or abuse.

Daily Practice in School

- All teachers will greet their children at the start of the day by standing at their classroom door, where possible.
- All children are expected to be ready to learn. Where children have difficulties with this, they will be given support to become ready to learn.
- If a child is not behaving in an appropriate manner, they will be reminded of expectations and what is considered as BEST behaviour.
- If they continue to behave inappropriately, they will be spoken to sensitively and will be moved along the behaviour ladder. The teacher will note this on the behaviour clipboard kept on or near their desk. The child may need to be moved away from the rest of their class team as repeated low-level disruption will not be tolerated.
- If they continue to behave negatively, they will be moved further along the behaviour ladder. This may result in the child being sent to the Headteacher or assistant Headteacher for reflection on the behavioural choices they have made.
- All instances of 'below expectations' and 'serious or repeatedly below expectations' will be recorded on CPOMS so that patterns may be recorded.
- Parents/carers will be contacted in all instances of 'serious or repeatedly below expectation behaviour' behaviour.
- Where children are regularly displaying negative behaviour, the SENDCo and if necessary, the Behaviour Support Team will be contacted for advice.

The behaviour ladder

To ensure exemplary behaviour, we believe in maintaining the highest expectations for all our children. Below are the steps on the behaviour ladder. Each child will begin each new day on BEST behaviour. Children will be given a warning before being moved to 'below expectations' or 'serious or repeatedly below expectations' on the behaviour ladder. If

the child needs to be moved on the ladder, they will be told why and how they can correct this in order for them to move back to 'B.E.S.T behaviour'.

- **B.E.S.T behaviour:** This indicates that a child is living out the school values and is demonstrating a behaviour and attitude that is conducive to learning.
- **Below expectations:** A child will be moved below expectations and if they are distracting others from learning, shouting out in class, not following instructions, not trying their BEST, not ready to learn, or being disrespectful or rude.
- **Serious or repeatedly below expectations:** This is issued to a child who displays any of the following behaviours: swearing, hurting others (verbally or physically), intimidating others, bullying of any form (including racist or homophobic), lying, **OR** following a clear explanation of why their behaviour is not acceptable, still continues to choose the incorrect behaviour.

Further stages of discipline:

If the procedure outlined above is not effective the following staged approach will be invoked:

1. Class teacher will meet with parents/carers to work together on improving the child's behaviour and the creation of a behaviour support plan, e.g. a visible individual reward chart, active breaks, behaviour targets, etc.
2. Formal contact with parents/carers by phase leader.
 - a. Consideration of support required to bring about a sustained improvement in the pupil's behaviour resulting in adaptations to the support plan which will have built in regular check in with the phase leader.
 - b. Pupil's behaviour will be closely monitored.
3. Formal contact with parents/carers by the Headteacher or a member of SLT to review and adapt the above.
 - a. An Individual behaviour plan and/or a risk management plan will be co-created with parents/carers.
 - b. Involving appropriate outside agencies.
4. Suspensions – temporary
5. Exclusions – permanent

Rewards

Children are awarded team points for good behaviour and positive actions consistent with the aims and values of the school.

Certificates will be awarded to teams that have the most points at regular intervals, such as, the end of half-terms, terms, and school years.

Points to note for staff:

- All staff can award team points.
- Staff should give the reason for the reward/s, e.g: Thank you for holding the door open, I will add two team points for you.
- Rewards should reinforce behaviour expectations.

Special Educational Needs

When a child has repeated problems with below expected behaviour, support from the Behaviour Support Team (BST) or Educational Psychologist (EP) should be considered. A child who has recognised emotional and behavioural needs will require extra consideration and specific support put into place. This should be in consultation with the child's parents and involve external advice if appropriate. It is important to stress that the development of a plan is to try to support positive behaviour. It is not the first step towards exclusion. Any such plan must be in keeping with the school

reward and consequence systems. It is important for a child with a support plan that full records of incidents are kept in order, so that problem areas or times of day can be pinpointed, and action taken to improve them. The plan will be reviewed regularly. Where a child has identified Special Educational Needs it may be necessary to consider alterations to the consequence system outlined in this behaviour charter. Any alterations will be carried out in consultation with appropriate outside agencies and parents.

Equal Opportunities

Equal Opportunities are at the heart of this behaviour charter. All children should be regarded with the same consideration regardless of their gender, intellectual or physical ability, social and cultural background or race. They are entitled to identification of their individual needs and to positive strategies to meet those needs.

Monitoring and review

All involved parties have a responsibility to monitor and support the implementation of this behaviour charter. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and governors should review the behaviour charter on a 3-yearly basis.