



# **Chadsmead Primary Academy**

## **Behaviour Principles -**

### **‘Caring for Each Other’**

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## Behaviour Principles - ‘Caring for Each Other’



This booklet has been designed for parents, governors, teaching and non-teaching staff in order to ensure a joint approach towards our School's policy of the development of good behaviour in our children.

## Happy and Secure

At Chadsmead, we want to make sure that all our children are happy and settled. To be certain that this happens; we do everything in our power to provide them with a friendly and safe environment which will give the children a sense of security. In our experience, it is in this kind of environment that children develop socially, personally and academically.

## Parents as Partners

Right from the child's entry into school parents are viewed as partners in the education of their child and should be totally involved at all stages of the school. Parents are invited into school on many occasions before their child starts Reception. They meet the head, the class teacher, tour the school and have chance to attend workshops covering various aspects of the curriculum. At any point there are opportunities to ask any questions regarding their child's education. Parents are seen very much as a partner in their child's education.

Teachers meet with parents and pupils at the consultation evenings during the Autumn and Spring Terms and a written report is issued in the Summer Term. However, parents are encouraged to have a regular dialogue regarding their children.

## What we mean by good behaviour

Our most important school rule is this:

**“No-one must do anything or say anything to hurt other people.”**

Obviously, the key to this rule is for children and adults to respect others as well as respecting themselves. Respecting others means valuing other people's points of view (and their property), being courteous and polite, working together, and learning to share and co-operate. These are skills, which are vital for success in adult life.

School routines, which include rules about safety, tidiness, dress and listening carefully, are regularly explained to the children.

## **Caring, polite and confident**

We encourage everyone in the school to be:

- Careful, kind and considerate.
- Polite, friendly and cheerful.
- Helpful, caring and co-operative.
- Confident, quiet and hard working.

We hope through this process children will:

- Learn what good behaviour means.
- Learn to care for one another.
- Learn to care for other people outside school
- Learn to care for their environment.
- Learn the value of friendship.
- Develop self-confidence.
- Do as well as possible in their school work.

## **How we encourage good behaviour**

At Chadsmead, high priority is given to the building of sound relationships. This includes every member of our school community. Mutual respect is the basis, therefore, for relationships between pupils, teachers, support staff and parents and governors.

## **Being Positive**

In our school we try very hard to be as positive as possible about all our children. They are all special to us and their parents, and we try to emphasise this in the way we speak to them and the way in which we deal with them.

We try to be positive in the following ways:

**Class teachers** will praise children on a day to day basis for working hard or being helpful and polite. Incentives will include:

### **Good work stickers**

Children will sometimes be given good work, good progress or helpfulness stickers by the class teacher or the head.

### **Certificates**

A range of certificates may be given to children depending upon their age and the focus of learning that term. They are also given for good manners and other personal attributes and achievements, including attendance.

### **‘Reading Together’ Books**

The **‘Reading Together’** book system is an invaluable way of keeping in touch with parents, not just about reading but about lots of other things as well. It is often used by teachers to tell parents about children’s good work and good behaviour. Parents are encouraged to write regular comments in these books.

## **Record of Achievement**

Each child has its very own Record of Achievement folder in which he or she can put pieces of work, which illustrate progress. Comments on their progress are included from both the child and parent. This Record of Achievement follows the child right through the school. It is important that the Record of Achievement is valued and carefully compiled and looked after.

## **Assemblies**

Whole school, class or 'phase' assemblies are often used to praise children and to celebrate talents, work, and social achievements.

Parents are invited to attend their child's class assembly and other special event assemblies throughout the year.

## **Monitors**

Children are expected to behave responsibly and are given specific jobs, which they do on a daily basis. Badges are given to these monitors.

## **What happens when things go wrong?**

Despite all the efforts we make to encourage children to behave sensibly, occasionally children make the wrong choices. Behaviour problems are dealt with initially by the class teacher. Children will be spoken to very firmly about their behaviour and will talk at length to the teacher about the way they have behaved. Parents will be contacted if a problem persists.

### **Lunchtimes**

When a child persistently misbehaves at lunchtime whilst being supervised by the lunchtime supervisors, the Head or the Assistant Headteacher for Inclusion will invite the parents in to discuss a solution. This may result in the child being removed from the playground and dining hall. In cases of children repeatedly misbehaving at lunchtime or in cases of the misbehaviour being very serious then the school has the right to exclude the child from the school premises at lunchtime for a period of time.

No child will be excluded from lunchtimes without the parents first being sent a final warning letter.

### **Serious Misbehaviour**

Includes stealing, bullying, fighting, swearing and any other persistent misbehaviour.

In the case of a child having extreme behaviour problems the school has access to a range of organisations that can sometimes provide parents with help. Support is also available from the School Nurse. As an academy we have the freedom to commission external services from specialist agencies, such as Dove, CAMHS and Local Support Team. These can often be more readily accessed via the GP, who we would work in partnership with.

### **Exclusions**

These used to be known as suspensions. If a child is found to have misbehaved in a serious way then the Head Teacher has the right to refuse to have the child on the school premises for a number of days.

Details of all exclusions have to be reported to the school's Governing Body and the Local Authority. In the most serious of cases, the Head Teacher can exclude a child permanently i.e. expel him/her.

## **Bullying**

Bullying is completely unacceptable at Chadsmead in any shape or form and children are frequently reminded of this.

Cases of bullying or alleged bullying are not common but when they are found they are always investigated very thoroughly and children found to have been bullying others are dealt with appropriately.

**Children are reminded to talk to their teacher, their parents, Mrs Sayer or the Head Teacher if they are being bullied. If they just want someone to talk to about how they are feeling then Mrs Beard is always available at lunchtime and playtimes.**

Remember, bullying can take a number of forms, for example, hitting, note swapping, name calling, meddling with other children's property, or leaving children out of a group.

## **Equal Opportunities**

Our cultural projects and links with other schools in this country and abroad encourage children to have an understanding of other people's culture, religions and traditions. Children are therefore positively encouraged at school to be accepting and tolerant of all others regardless of their gender, race, ethnicity or sexual orientation. Likewise children are valued themselves as individuals regardless of group.



## Parents Encouraging Good Behaviour

All parents want the best for their own children. This includes bringing up a child with good behaviour.

Please remember the way you behave as a parent greatly influences your child. If you have a complaint regarding your child at school please make it in a calm and reasonable manner. Remember you might not have all the facts! It is highly unlikely that any adult in our school would not tell the truth and we would hope that you would trust our adults. After all we all want the best for 'our children.' Any discussions should be focused on a solution.

### What you can do to help:

Always tell the class teacher if there are problems at home, which might affect a child's behaviour in school. Class teachers need this kind of information if they are to deal sensitively with children.

If you have concerns about major behaviour changes involving your child, discuss these with the class teacher.

Always attend parents' evenings/days. If you cannot come on the scheduled day for some reason, make another appointment to see the class teacher. This detailed discussion about your child is vital. If a child thinks that you are not coming to speak to his or her teacher it often has a considerable effect on behaviour and effort. Support the school in maintaining good discipline with your children.

When you have concerns about something that has happened in school or there is something you are not sure about, then ASK – the School office staff, the Class Teacher or the Head Teacher. It is always best to try to resolve issues with the class teacher first, if you then feel more attention is required a more senior member of staff may become involved and finally the Head Teacher.

Please ensure that your child arrives at school on time, dressed in school uniform and with all the necessary equipment and clothing.

Parents have a legal responsibility to send their child to school and to inform the school for the reasons for a child's absence by text, telephone or letter.

Please read carefully and sign the Home-School Agreement. Make sure your child is aware of the Agreement.

## **‘Fighting Back’**

We know that some parents encourage their children to ‘hit back’ or ‘fight back’, when there are problems with other children. Unfortunately, this often causes even more upset, and sometimes means that fairly minor matters (which are easy to resolve) become major problems.

In this school we do not condone children ‘fighting back’ or ‘hitting back’, because we do not believe that this is the correct way to sort things out.

We believe that if a child has a problem caused by someone else, then the correct way of dealing with it is for that child to tell a grown-up in school, or their parents at home. This is how the problem gets sorted out – not by retaliation or confrontation.

## **Finally ....**

We hope that Parents, Teaching and Non-Teaching staff, and Governors have found this booklet helpful.

The book is the result of a great deal of thinking and discussions about how we can best help our children.

We think it makes clear the very positive view we have about relationships and behaviour at our school.

