



BEHAVIOUR POLICY

Be Unique. Be Inspired. Be Transformed.
BE MORE

Revised April 2023

Behaviour Policy

At Chatmore, behaviour is guided by our 10 Personal Learning Goals. They are the skills and attitudes we teach our students in order to help them become great learners now, and in their futures. They are referred to often and in everything we do:

- Respect
- Resilience
- Adaptability
- Cooperation
- Communication
- Empathy
- Flexible Thinking
- Global Thinking
- Enquiry
- Principled

Basic Expectations

Through these Personal Learning Goals (PLG), we expect students to:

- **be ready for learning** - have materials prepared, homework completed, etc.
- **be safe** - keep hands to themselves, use materials in their intended way, etc.
- **be respectful** of themselves, others and the school - speak kindly, treat the school property with care, etc.

These three basic expectations are posted within every learning space and used to reinforce positive behaviour, together with the PLGs.

Specific Expectations

The following are whole-school expectations of behaviour. They focus on transitions and behaviour outside the classroom. Teachers are responsible for promoting these expectations and managing them with their students. All staff are expected to support each other in maintaining these expectations.

- *Quiet movement during learning time:* Children are expected to walk quietly through the school during learning time. It is important staff model this expectation, too.
- *Tidy school spaces:* students are expected to keep cubbies, outdoors, open spaces and classrooms tidy and free of litter
- *Electronics:* phones must be handed in at the start of each day. Devices like laptops and iPads should be kept in the student's bag until needed for learning. If devices are seen or used outside of learning times, they will be confiscated until home time.
- *School Uniform:* students are expected to wear school uniform every day. If they do not, parents will be contacted. This includes gym clothes and Family Shirts.
- *Respectful communication:* all students should speak respectfully to teacher, adults and each other.
- *Calm concentration during learning:* students are expected to be ready for lessons and move about the classroom calmly and with moderate noise levels to respect learning going on in other rooms. Chatmore does not want silent classrooms; the student's voice should be heard.

Rewards System

Classroom Management: Teachers are encouraged to use their own behaviour rewards system within their classroom that is simple and effective. This can be anything from a collective class rewards jar, a star chart, a ticket system, or anything else that is simple and easy to implement.

Whole School Rewards: Our school has three families: Giordano, Cann & Fubler. Within each class, teachers should have a method of awarding points to students on these families for demonstration of the PLGs. In Primary it is common to see a coin jar or marbles and in Secondary, a tally system on a whiteboard.

Teachers should award family points by stating clearly the PLG the student has demonstrated to achieve these rewards. For example: "well done Jonny! That's 2 family points for resilience. You worked hard on that math problem!"

At the end of each week, each class should nominate a Star of the Week who has shown academic progress and exemplary behaviour.

Positivity Post: teachers will be able to write down examples of positive behaviour they have seen throughout the week on post cards and deliver them to the Head (or have the student deliver it!). At assembly, they will be read out to celebrate the positive behaviours demonstrated throughout the week.

Assemblies: students will be celebrated weekly at assemblies for good behaviour and progress. Students should be celebrated greatly at assemblies, with parents being invited to join to provide more weight to the rewards (all parents, not just of the students being celebrated).

Undesirable Behaviour

Many schools rely on punishment tactics such as suspension and expulsion to control student behaviour, although such policies have been shown to be ineffective (Sugai & Horner, 2002). The intent is that harsh punishments will curb future disruption by sending a message that specific behaviours will not be tolerated. However, excluding students from school is ineffective at improving the school environment and may have lasting negative effects on academic and social growth (Skiba, 2014) and should only be used in situations where restorative practices are ineffective.

We recognise that children may take time and practice to learn the expectations that exist in the context of school. They will be learning to interact with a range of adults and children. Our aim is always to teach children better ways to approach situations and why some behaviours are not acceptable. We model the language that they can use to talk nicely in each situation.

At Chatmore, we have a clear no-tolerance policy for behaviours that may place the student or others in harms way, such as drugs, bringing/using a weapon, sexual violence or severe bullying.

For all other undesirable behaviours, we work to be consistent in our approach so that students have clear boundaries and clear understandings of the consequences of their actions.

For students where behaviour is a barrier to learning and positive social interactions, we employ structured approaches including:

- tracking of behaviour
- communication with parents and meetings with parents
- sending a child home if they are unable to engage with learning
- allowing the student a space away from peers to complete learning
- abstaining from involvement in outings, etc.

Generally, the consequences remain with the child for the day. If they behave negatively on another occasion, they move onto the next consequence. Sometimes, consequences are delayed and may apply to an event later on in the week. For example, if a student is unsafe during playtime, they may not be able to go off-campus for PE where safety is critical.

NOTE: It is the expectation that teachers will have made accommodations and reflected on their own teaching practices, making changes where needed, before inviting the parents in for a meeting. For example, teachers should aim to try alternate seating plans, a change in lesson format, additional challenge/support, etc. to demonstrate that accommodations have been made for this student. This is critical to our reflective and responsive learning approach and should be demonstrated and discussed when parents attend for their meeting.

During that parent meeting, it will be essential to discuss:

- Home life - living situations, stability in the home, behaviour strategies used at home
- School Accommodations Made - as outlined above

Need for a different behavioural plan - does the child need additional support? Can we address the behaviours differently?

Suggested support will be determined on a case-by-case basis to meet the needs of the individual child and may include actions from the following list: behaviour and motivational charts, communication books and daily behaviour tracking, adapted provision, referrals to and advice from outside professionals (Behaviour Therapists, Psychologists, etc.).

Repeated Undesirable Behaviours

We understand that some children can find it challenging to meet expectations of behaviour. This may be due to difficulties beyond their control, such as family crisis, underlying difficulties with social and emotional development or mental health. The child may have a special need which affects their behaviour in school. These children may need more personalised behaviour management systems and support to learn to meet our expectations.

If a child's behaviour does not respond to our school behaviour system, an **Individual Behaviour Plan (IBP)** will be put in place, working closely with the child and their parents.

Targets and expectations will be set for the child and a review date will be agreed. The entire school team will be in agreement with the specifics of the plan before presenting it to parents. Staff will work closely with the child and parents to consider how to provide the best support for this period.

Generally, the IBP will employ a **rule of two**: if undesirable behaviour is observed, parents will be called to collect the child immediately. On the second call, the parents will be guided in how to transition to online learning or another learning environment entirely.

Extreme Behaviours

Certain behaviours are extreme and may require an Individual Behaviour Plan and/or temporary or permanent exclusion right away. They include:

- Being racist, sexist or homophobic
- Extreme fighting or aggressive behaviour
- Throwing chairs or damaging property
- Dangerous behaviour (climbing furniture etc)
- Bullying

Fixed term exclusions are a consequence the school uses for extreme or repeated extreme behaviour. The decision to exclude a child will always be made by the Head and the school Governors will be informed. For extreme behaviour, permanent exclusion may be considered as a last resort.

Restoration and Repair

Following a behaviour incident, staff will adopt restorative approaches to work with children. This may include conversations with the child about what they were thinking and feeling, the impact on others, different approaches to the same situation, strategies to employ in future. This is critical and mandatory when addressing behaviour at Chatmore.

Children may be required to repair damage, by clearing up, saying sorry, helping to fix what is broken. Restorative conversations are also important for the children who witnessed or were affected by the incident, to restore calm and to give them an opportunity to express their feelings about the event. Teachers are encouraged to stop the lesson and briefly address the incident with the class if an event has taken place that may leave children feeling worried or confused.

Working with Parents

We are committed to working closely with parents in all aspects of their child's schooling. We consider the following responsibilities to be very important:

- Ensuring parents understand our behaviour policy, ethos and school rules and the rationale behind them.
- Informing parents of significant behaviour incidents and proposed consequences in timely ways.
- Responding quickly to parental concerns about behaviour.
- Engaging with parents in ongoing ways when individual behaviour planning is required for a student. In these circumstances, we will seek shared solutions.

We ask parents to support us in the following ways:

- Encourage their children to value school and follow the school rules.
- Reinforce the behaviour expectations and rules at home
- Recognise that there are different children in each class, with unique needs, from a large variety of cultures.
- Work with us to support individual behaviour planning.
- Treat all school staff with respect, particularly in front of children.