

Holmes Chapel Primary School Behaviour Charter

Introduction

Holmes Chapel Primary School is a safe, secure environment where each child feels valued and respected and able to achieve to his / her full potential. We are a caring community, whose values are built on mutual trust and respect for all. We believe that good behaviour stems from a positive self-image, which helps to promote self-discipline, independence and consideration for others. This charter is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Positive social behaviour needs to be consciously and consistently taught by all members of staff, making expectations clear and ensuring children have a clear understanding of what is expected of them. This charter aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.

Our aims:

- To create a positive learning environment for all children where they feel secure and fulfilled
- To develop respect, empathy and consideration for others
- To promote and encourage confidence and self-esteem
- To provide good role models and to have high expectations of behaviour
- To set high standards of acceptable behaviour which are consistent and fair
- To celebrate and reinforce positive behaviour
- To encourage a sense of ownership and responsibility for the school as a whole
- To encourage good behaviour by providing differentiated and appropriate learning so that all children can achieve

To achieve these aims, all staff will:

- Model positive behaviours and build relationships with the children in school
- Recognise the children who are living up to our high expectations
- Meet and greet children at the start of the day and each session
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school rules
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion, be just and fair
- Ensure a fresh start each day
- Explicitly teach behaviour through day to day interactions, circle time, PSHE lessons and assemblies
- Work in partnership with parents/carers

In addition, the Principal, Head of School and the Senior Leadership Team will:

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies

Our children will:

- Follow our school rules
- Listen and do what they are asked
- Show respect for other children and all adults

Our Parents/Carers will:

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child)
- Inform school about any issues at home that might affect a child's learning or behaviour

Recognition for good behaviour and effort

- Our focus is on positives in behaviour and identifying these wherever possible
- Classes have a 'Proud Cloud' for recognition of individuals
- Children contribute towards class cube jars for a whole class reward
- A VIP of the week is chosen on a Friday for the following week. The child is given a badge to wear for the week and is given certain privileges such as sitting on a special chair or cushion, lining up at the front of the line, collecting and taking the register etc. A circle time is held during the week to give other children the opportunity to say kind and positive things about the VIP
- Praise certificates are given as part of a key stage praise assembly

Consequences for poor behaviour

We expect that poor choices have a consequence - Children are spoken to and consequences explained privately and calmly, in line with our Behaviour Policy:

1. **Reminder** - A reminder of the school rules or the requirement (I need/expect you to....) delivered privately wherever possible.
2. A clear **verbal caution** delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about making the right choice.'
3. **Time out** might be a short time out outside the room in the 'safe place', on the 'thinking spot' in the classroom or other suitable place. This is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.
4. **Repair** the situation by having a talk at break time or a more formal meeting e.g. held at lunch time (**Restorative conversation**). This is when a child misses part of their break time/playtime as a consequence for their actions. It is a chance to explore the reasons for the choices, the

impact on other people and how to make better choices in the future. This may escalate to include the Assistant Headteacher, or later the Head of School. The Principal may be involved if the behaviour is persistent.

5. **Discussion with parents** and relevant staff (see protocol outlined below). Child to be involved where appropriate.
6. **Work with Learning Mentor** to take part in a suitable behaviour support programme
7. Implement a **bespoke package** (for example a Positive Behaviour Support Plan) for a child deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals.
8. Where the behaviour is considered to be bullying behaviour (ie Several Times On Purpose, pre-meditated behaviour), procedures outlined the Anti-bullying policy will be followed
9. **Further consequences** are considered in discussion with parents/carers. This would follow these stages:-
 - **Partial Internal Exclusion** – Child misses playtime(s) or for part of the day has no contact with own class or classmates.
 - **Whole day Internal Exclusion** - Child has no contact with own class or classmates. No access to playground, lunch taken with other key stage.
 - **Fixed Short Term Suspension** - Followed by a reintegration meeting on the child’s return.
 - **Fixed Long Term Suspension** - Followed by a reintegration meeting on the child’s return.
 - **Permanent Exclusion** - Child is removed from the school roll.

Where behaviour needs to be shared with parents the following protocol will be followed:-

1. Discussion with class teacher (or member of staff leading the class at the time)
2. Discussion with Assistant Headteachers – KS1 Mrs Williams or KS2 Mrs Waddington, or for children in Reception, with our Early Years Lead - Mrs Noble
3. Discussion with Head of School – Mrs Bradford
4. Discussion with the Principal – Mrs Gresty

SEND

We recognise that repeated misbehaviour can -

- Constitute a Special Educational Need in itself (concerns related to repeated misbehaviour may warrant a child being placed on the SEN register)
- Be indicative of a learning difficulty
- Be indicative of lack of appropriate social skills
- Be indicative of anxiety
- Be indicative of emotional upset related to in-school circumstances
- Be indicative of emotional upset related to out of school circumstances e.g. abuse, bereavement, family turmoil

In these cases, reasonable adjustments will be made to how we manage behaviour.

We agree to abide by this charter – keep this at home to refer to when needed:

Parent/Carer signature	Child signature

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**Please take the time to read through
and discuss this charter as a family.
Please keep it at home for reference.**