

Chase Lane Primary School and Nursery Unit

Pupil Code of Conduct



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<i>Governors:</i>	
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Chase Lane Primary School and Nursery Unit

Code of Conduct

Aims

Maintain high standards of behaviour in all areas of school life and beyond.

Ensure that all members of the school community are treated with mutual respect and support one another in addressing any areas of concern with children or adults.

Create a learning environment that is positive and safe for all to enjoy and maximise the child's learning experience in school.

Promote self-discipline and allow children the opportunity to learn how to take responsibility for their actions.

Actively involve parents in promoting desired behaviour choices, supporting school, and the children based on their individual needs.

Pupil Code of Conduct should be clearly understood by pupils, parents/carers, Governors and all school staff.

Apply the code of conduct to all in our school community consistently, equally and fairly.

School Values

Our school values are at the heart of everything undertaken at school. Trust, Respect, Aspiration, Equality, Resilience and Engagement are the values which are promoted in all aspects of school life, including behaviour. Having such strong values established and promoted in school give our children the best possible chance to make excellent moral choices and develop the emotional skills to succeed both in school and beyond. Our strong values are linked closely to our six school rules (See appendix I) which are followed from nursery to year 6. The school rules are displayed around our school and children are made aware of them proactively through assemblies and by staff.

Positive Approach

At Chase Lane the primary goal is to catch children 'being good'.

Positive behaviours are actively sought and linked directly to our school rules and values. This is achieved by:

- giving positive comments on a daily basis from all staff members,
- year group assemblies celebrate and promote school values and rules,
- the cup of kindness, role model wrist bands
- star of the week assemblies,
- When children make positive choices within the classroom or around the school they are rewarded by receiving '

In addition, staff are encouraged to then add any additional levels of praise and rewards such as awarding stickers and classroom rewards for positive behaviours and engagement.

The Role of The Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced fairly and consistently in their classes and around the school, and that their pupils behave in a responsible manner.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children are able to work to the best of their ability.

If a child misbehaves repeatedly throughout the day, the class teacher keeps a record of such incidents which are recorded in the class log. In the first instance, the class teacher deals with the incident him/herself and contacts the parents, if it is appropriate. However, if misbehaviour continues, the class teacher will seek advice from the Phase Leader. If the child's behaviour doesn't improve, the class teacher will arrange a meeting with the Phase Leader and the parent(s). An SLT member will get involved if, after the meeting with the parents, the pupil's behaviour deteriorates or shows no improvement.

It is strongly recommended that parents are involved as early as possible if a child has behaviour issues.

The Role of The Learning Support Assistants and MDA's

The Learning Support Assistants in our school have high expectations of the children with regard to behaviour, and, working with the class teacher; they strive to ensure that all children work to the best of their ability.

Learning Assistants should treat all children fairly and enforce the classroom/school rules consistently.

When carrying out playground duties children in KS2 must complete a reflection form (appendix IX) then misdemeanours for KS1 and KS2 must be written on a playground/outdoors report form and handed to ELT:

KS1-Head Teacher
Years 3-4 – Assistant Head
Years 5-6- Deputy Head

The member of ELT will then either forward to class teacher for them to action appropriately or in the case of a more serious situation contact the parent and write a letter home

The responsibilities of The Headteacher, Deputy and the behaviour coordinator

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Head/Behaviour co-ordinator keeps records of any reported serious incidents of misbehaviour and logs this in the behaviour co-ordinator's file.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for very serious acts of misbehaviour. Parents will be given work for the child to complete for the period of the exclusion.

The Headteacher/Deputy Head has the responsibility to investigate any incidents of cyber-bullying or inappropriate use of technology (including social media) that occurs between our pupils in or out of school. For incidents which occur out of school, it is essential that parents /pupils give the school a hard copy of the evidence if the school is to investigate.

For a repeated or very serious misdemeanor, a child may be permanently excluded from school. This is the Headteacher's decision.

The Headteacher /Deputy may when necessary investigate any incidents between pupils in the school that occur on the way to and from school.

If a child's poor behaviour choices present a possible health and safety risk when going on a school trip, the Head/Deputy will ask the parent to accompany the child on the trip/discuss possible alternatives.

The Role of Parents/Guardians

The school rules are listed in the school prospectus and on the school's website, and we expect parents to read them and support them.

Parents are expected to support their child's learning and to co-operate with the school, as set out in the home-school agreement. It is intended to build a supportive dialogue between the home and the school, and we inform parents if we have a concern about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Head/Deputy. If the parent still has concerns, they should contact the school governors.

If a parent has a problem about a behaviour incident that has occurred, they should first speak to the class teacher. Then the Phase Leader may get involved at a later stage, if still not resolved the Deputy Head teacher will support at this stage.

Parents must not approach other children about an incident.

If this does occur the parent will be given a verbal warning. If this happens again, the parent will be banned from the playground for an appropriate amount of time. The school will not investigate any incident that occurs between parents when they are off school premises.

The Role of Governors

The governing body has the responsibility of reviewing the effectiveness of the behaviour policy. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

Meetings with parents

Any time a class teacher speaks with a parent a record of the content must be kept in the class log. The notes must be signed and dated by the teacher and the parents (when possible). If SLT/ELT speak to parents the conversation must be recorded, then signed and dated by SLT/ELT. This should then be placed in the behaviour leads folder.

Disruptive behaviour

Disruptive behaviour may be any behaviour choice that contravenes any of the six school rules. This will always be referred to as a poor behaviour choice and never a 'naughty child'. If a child disrupts the learning in any way for themselves or others there will always be a consequence which staff will apply consistently and fairly followed by the opportunity to acknowledge what has gone wrong and then the chance to make a fresh start returning to the positive area on the school traffic light systems. This also applies to children who have SEN but in certain situations the sanction issued may reflect the needs/understanding of that child.

Behaviour in the Early Years Foundation Stage:

In the event of a poor behaviour choice the following procedure occurs:

- (1) First warning. Conversation with child to help understand the impact of their behaviour choice.
- (2) Second warning. Child once again supported to acknowledge poor behaviour choice and its impact. Name moved down on class good behaviour chart if child in Reception.
- (3) Third warning, 3-5 minute time out in classroom given depending on child's age and level of understanding. Time out may occur with an adult to support child's observation of acceptable learning/playing and support child's emotional needs. Child is then put back at the start of the chart for a fresh start following a conversation with the class teacher if in Reception.
- (4) Should the poor behaviour continue, a 5 minute time out may take place in a different Reception class. Parents should be notified that same day and a record kept in the class log detailing the behaviour, the outcome and any conversation with parents.

Please see section on behaviour within EYFS Teaching & Learning Policy for further information detailing good practice in regards to behaviour within the Early Years Foundation Stage.

Behaviour Year 1 to 6:-

Traffic lights system (used in classrooms). All children start with their photo on the green.

In the event of poor behaviour choices, the following procedure occurs:

- (1) First warning - a warning given.
- (2) Second warning- move to amber.
- (3) Third warning - move to red and child will be given a 5 minute time out in class. The child must then be given the opportunity to acknowledge what went wrong and then be put back on the positive area of the behaviour chart for a fresh start.
- (4) Should poor choices continue a second time out may be given in another class and at this point parents will need to be contacted. A record must be kept in the class log detailing the behaviour, the outcome/sanction given and details of the conversation with the parent and a signature where possible.
- (5) If issues are re-occurring a meeting will be held with the parents, teacher and Year Group Leader. Additional needs will be discussed and provisions made based on the individual's needs.
- (6) If poor choices continue SLT and sometimes the SENDCo will meet with the families and the individual's needs and further provision will be considered.
- (7) Involvement of outside agencies

NB As a sanction, children will never be sat outside classroom.

Playground sanctions:

- (1) Verbal warning
- (2) Time out 5 minutes
- (3) KS2 children complete behaviour reflection sheet
- (4) Playground/outdoor report form completed and forwarded to the relevant member of ELT
- (5) Continued poor choices extended time out.
- (6) Serious poor choices (as detailed in the next section) sent to a member of SLT.

Unacceptable Behaviour

Some poor choices are considered 'serious' in their very nature and will be dealt with automatically by a member of ELT.

Racism is not tolerated (see appendix II), nor bullying (see appendix III), misuse of the internet or social media (in or out of school), homophobia, offensive language or discrimination due to sex, age, ability, religion or physical disability.

Any form of significant physical contact will not be tolerated either from or towards our children.

Any such incidents of any of the above will be referred straight to ELT and dealt with appropriately, notifying parents of recipients and then perpetrators of the incident. At no point will children involved be named in any conversations and sanctions will **only** be discussed with perpetrators' parents.

In addition to the above behaviours it is also taken very seriously if a child's safety is at risk and that they could come to harm as a result of their choices. Such incidents would be treated as in the paragraph above. They might include:

- *Serious physical contact - children harming themselves or others
- *Open defiance towards teacher
- *Leaving classroom without asking
- *Situation where a child needs to be restrained (see Appendix VI)
- *Failure to follow the Covid -19 behaviour policy (see Appendix V)

What to do if a serious incident occurs:

A phone call should be made to the front office/ELT office. A member of ELT or the Behaviour Champion will go to the classroom. The teacher should record what happened in the class log and inform the parent on the same day (sometimes this may need a phone call if the child attends tea-time club, is collected by another adult or walks home alone). If the situation escalates and the child has to be removed from the classroom, a member of ELT will contact the parent re the incident. A record of the conversation will be reiterated in a short letter home as a record.

In the event of a serious incident the child will discuss the incident/their behaviour with a member of ELT. This will be investigated thoroughly and parents of both perpetrator and recipient will be informed. In extreme circumstances, this may lead to an internal or external exclusion. It is the policy of the school that any sanctions given will **only** be discussed with the perpetrator's parents.

At times the school may judge that a child's behaviour choice should result in an internal exclusion. This means that the child's behaviour has resulted in them completing work in another year group for a period of more than 1 hour. This is a very last option and can only be sanctioned by a member of the ELT. Records of children who are internally excluded are kept by the Behaviour Co-ordinator.

Hot Spot Children

Our Hot Spot children are those who need more in depth strategies than most to help them develop positive behaviour choices. Many of our hotspots attend lunch club that promotes positive social interactions. These children all have behaviour charts and are supported by our Behaviour Champion. The Hotspot children's behaviour is tracked daily by the Behaviour Champions.

Playground Incidents

When carrying out playground duties misdemeanours must be written on a playground/outdoor report form handed to the relevant member of ELT

PPA

Children who make poor choices during PPA will be recorded on a sheet (plus details of the incident) by the member of staff responsible for the group. This sheet is forwarded on to the

class teacher via the class register. The class teacher will then sanction as they see fit based on the severity of the poor choice.

Should problems be of a more serious nature as identified on page 5 then staff should refer straight to ELT.

This will be:

Headteacher on Friday afternoons,

Deputy head on Thursdays,

Assistant head on Wednesdays.

Appendices

School Rules

See Appendix I

Anti-Racism

See Appendix II

Anti- Bullying

See Appendix III

Positive handling policy

See Appendix IV

Covid- 19

See Appendix V

Report of Physical Restraint

See Appendix VI

Class Record Log

See Appendix VII

Playground/Outdoor report form

See Appendix VIII

Behaviour Reflection Log

See Appendix IX

This policy was reviewed by Natasha Harper in June 2021. Next review will take place June 2022, or earlier, if necessary.

Chase Lane Primary School and Nursery Unit

School Rules

The Golden Rules are used and have been adapted for each stage of the school. They are:

1. Elsa Elephant - We work hard-don't waste time
2. Alfred Alligator - We are kind and helpful
3. Louis Lion - We are honest
4. Mona Monkey - We listen
5. Gino Giraffe - We look after everything
6. Zelda Zebra - We are gentle

Chase Lane Primary School and Nursery Unit

Anti-Racism Policy

Definition of racism: -

- A lack of understanding or tolerance towards any group.
- A belief in the inferiority or superiority of a particular group.
- The use of racist language or jokes.
- The refusal to co-operate with people because of their ethnic origins.
- Ridicule of an individual or group for cultural differences, e.g. food, music and dress.

Racism is not accepted in school, from either children or adults. Racist behaviour is dealt with in the following manner: -

- (1) Anyone who witnesses racist behaviour should inform the Deputy/Head teacher at once.
- (2) Members of staff will always be available to discuss with the children or parents any worries or concerns.
- (3) In all cases sensitivity is shown to the recipient and appropriate support given.
- (4) The incident is discussed fully with the instigator and the instigator is asked to apologise to the recipient. The recipient will be supported throughout the process.
- (5) In the event of any child being involved fully in a racially motivated incident, the parents/carers of the recipient and instigator are informed by the Head Teacher or Deputy Head Teacher and their co-operation sought.
- (6) In the event of persistent physical or verbal abuse by a child the Governors would be informed and exclusion considered.
- (7) All incidents are recorded by the Deputy Head Teacher in the school behaviour folder. Any incidents are reported termly to the Local Authority.

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Chase Lane Primary School and Nursery Unit
Anti-Bullying Policy

It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse.

Definition

Bullying is deliberately hurtful behaviour which is repeated over a period of time. It can be:-

1. Physical: hitting, kicking, theft.
2. Verbal: name-calling which can be racist or sexist.
3. Indirect: e.g. excluding from friendship group.

Different types of bullying

Pupils are bullied for a variety of reasons-and no reason. Specific types of bullying include bullying related to: appearance, health conditions including Covid- 19, gender, race, religion or culture, special educational needs or disabilities or sexual orientation. Other instances of bullying could be towards children whose home circumstances are unusual e.g. young carers and looked after children. Bullying can also take place towards school staff, by pupils, parents or other staff. With the increased use of the internet, another type of bullying that may occur is cyber bullying.

Statutory duty of schools

Headteachers' have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

All school teaching and ancillary staff must be alert to the signs of bullying and act firmly and promptly against it in accordance with school policy.

Strategies to Combat Bullying

We teach the children about bullying through assemblies, role play and Circle Time. Bullying is dealt with in curriculum areas such as RE and PHSE.

We encourage co-operative working and social skills through co-operative group work.

We raise awareness with parents at Reception Intake meeting.

It is the responsibility of the Headteacher to monitor this policy.

The policy will be reviewed annually and its implementation and effectiveness will be assessed.

Further Reading: -

Bullying – Don't Suffer in Silence" – information pack from DfEE.

Safe to Learn-DCSF guidance information.

This policy was reviewed by Natasha Harper in June 2021. Next review will take place June 2022, or earlier, if necessary.

Chase Lane Primary School and Nursery Unit

Positive Handling Policy

Policy on the use of reasonable force to control or restrain pupils

Introduction

CORPORAL PUNISHMENT IS NOT AUTHORISED.

Corporal punishment means the intentional application of force as a punishment. This includes not only the use of the cane or other implement, but other forms of physical chastisement intended as punishment (such as slapping, punching, pushing, prodding, throwing missiles, locking in a cupboard and any other such forms of rough handling).

Section 550A of the Education Act 1996 allows teachers to intervene physically and with 'reasonable force' to prevent any child from: -

- Injuring himself or others
- Damaging property
- Committing a crime
- Disrupting order and discipline

Whether these are occurring in school or during any other school activity eg an educational visit.

Reasonable force

Must be the minimum force needed and must only be used if the circumstances of the particular incident warrant it. It must never be used as a punishment.

Physical intervention

Physical contact will be the last resort, only used to prevent any of the situations described in the first paragraph. There may be times when a child is in danger and there will not be time to speak with him or her first. Usually, however, a child will be spoken to and be expected to respond to a verbal command.

Physical intervention can take a number of forms, for example:

- Standing in the way of a child
- Physically intervening between children
- Holding on to a child
- Leading a child by the hand
- Removing an article from a child.

Force that should NOT be used includes: -

- Holding round the neck or any other hold that might restrict breathing.
- Kicking and slapping or punching.
- Forcing limbs against joints (eg arm locks).

Where it is known or anticipated that a child's behaviour might require physical control or restraint, a meeting will take place with the senior leadership team who will put procedures into place that will be communicated to all involved (parents, staff and children).

All teaching and non-teaching staff who have been trained are authorised by the Headteacher to use reasonable force to restrain children.

This does not allow restraint to be used as a disciplinary act or as a punishment. Every member of staff must be extremely cautious about using restraint.

Staff should be aware of the Special Needs Policy and of the particular special needs children who might present them with difficult behaviour.

The relationship between child and adult must be on a firm professional basis, which leaves no room for the misinterpretation of any act or instruction. Staff should ensure that they do not place themselves in any situation which might trigger a complaint – eg a member of staff alone in a room with a child.

Recording, reporting and monitoring

All incidents of physical contact will be recorded, reported to the Head Teacher immediately and communicated with the parents. See

The following information must be recorded (see attached form) :-

- Name of child/children
- Date, time and place of incident
- Adults involved, plus
- Signed report showing why the force was being used, how the incident developed
- Signed witness statement
- The child's response, including any injuries

The Headteacher will:

- Read all accounts of the intervention
- Interview staff and children
- Inform the LEA and the Chair of Governors

Following an incident involving physical intervention, both the child and the member of staff will be closely monitored for the effects of the incident. It is hoped that on the rare occasion that restraint may be necessary, staff, parents and child will be clear why this action was necessary, but there will always be the possibility of formal complaint.

If parents wish to complain about the action taken by a member of staff, this will be fully discussed with the Head Teacher, but if parents are still not satisfied, they will be referred to the governing body, who will hear the complaint.

Similarly, if the school feels on any occasion that staff do not have full parental support or the school has concerns about the application of the policy in a particular case, the Headteacher and staff may refer the matter to the governing body.

This policy was reviewed by Natasha Harper in June 2021. Next review will take place June 2022, or earlier, if necessary.

Chase Lane Primary School and Nursery Unit

Covid-19

Policy on behaviour expectations due to the Covid-19 pandemic

Introduction

From the 1st June 2020 Primary schools have been asked to start a phased re-opening after their partial closure from the Covid-19 pandemic. This policy will outline some additions to the behaviour policy that the pupils will need to adhere to, based on the new systems that Chase Lane Primary School and Nursery Unit has put in place.

Additions to the Pupil Code of conduct are:

- Pupils must follow any altered routines for arrival or departure making sure the one way systems are followed
- Pupils must follow the school instructions on hygiene, such as handwashing and sanitising. Pupils must use the chart to tick off when they have completed the task
- Pupils must follow instructions on who they can socialise with at school
- Pupils must move around school following the one-way system, queue following social distancing guidelines/markings and not enter any room that has a no entry sign on it
- Pupils must make sure they cough/sneeze into a tissue or into their sleeve. Tissues should be disposed of by placing them into a bin avoiding touching mouth, nose and eyes with hands. Pupils should then wash their hands and tick the chart
- Pupils must tell an adult if they are experiencing symptoms of coronavirus
- Pupils must not where possible share any equipment or other items including drinking bottles
- Pupils must follow adult's instructions when taking part in outside learning
- Pupils in EYFS and KS1 must ask an adult to go to the toilet. Pupils in KS2 go to the toilet in pairs with one child waiting on the social distance marking outside of the toilet. Pupils must tick the chart to say they have washed their hands upon return
- Pupils must not cough or spit at any other child
- Pupils must not post any online learning on any other social platform other than Seesaw or Purple Mash

Any such incidents where a pupil hasn't followed the above rules will be referred straight to SLT and dealt with appropriately, notifying parents of the incident. At no point will other children involved be named in any conversations and sanctions will **only** be discussed with perpetrator's parents.

Social, emotional and mental health concerns

Any pupils who struggle to reengage in school are at risk of being absent or persistently disruptive. Some pupils may return to school having suffered from: bereavement anxiety in some cases, increased welfare and safeguarding harms. All staff have the responsibility to raise any such concerns to the Head/Deputy Head, who will put into place support. A Range of support can be offered by the school such as 1 to 1 sessions, group support and family support from a range of staff at the school.

This appendix will get communicated to pupils, staff, parents and governors.

This policy was written by Natasha Harper and reviewed in June 2021. Next review will take place in June 2022 or earlier, if necessary.

Report of physical restraint

Date:

Child's full name:

Time/Place:.....

Class:

Trigger:

.....

.....

Type of restraint:

.....

Adults involved:.....

Witnesses:

Signature:

Please add any other details of incident, including child's response and any injuries sustained, and attach to this form
Forward copy to Head Teacher and Behaviour Lead and attach one to class log. Head Teacher will inform Chair of Governors and LEA.

Playground/Outdoors Report Form Appendix VIII – Class Log

Name: _____

Date: _____

Incident type (Please circle and give detail if necessary for future reference)

Name calling	Bad language (swearing)*	Play fighting/ Pushing	Kicking*
Hitting*	Inappropriate behaviour* (give detail below)	Untruthful	Ignoring/not listening to an adult (give detail below)
Disrespectful to an adult* (give detail below)	Not looking after equipment/property (give detail to HT)	Hurt another person*	Being unkind (give detail below)

Other (Give details) _____

Witnessed by:

Adult's names	Children's names
_____	_____
_____	_____
_____	_____

Time out (Please tick)

Yes	No
_____	_____

Additional comments

Class teacher signature _____

Behaviour Reflection

Name: _____

Date: _____

What happened?

When I made this choice, I was not demonstrating:

Aspiration	<input type="checkbox"/>
Equality	<input type="checkbox"/>
Resilience	<input type="checkbox"/>
Engagement	<input type="checkbox"/>
Respect	<input type="checkbox"/>
Trust	<input type="checkbox"/>

Why was this behaviour not acceptable?

I think those affected might feel...

angry lonely embarrassed annoyed engaged frustrated upset

To make the situation better now, I could:

Next time I am in this situation, I will try.....

I will sign my reflection form to show that I have understood the consequences of my poor choice.

Please sign: _____