



Behaviour & Relationships Policy

Abridged Version for Parents & Carers

September 2023

Cheadle Heath Primary School

Rationale

Cheadle Heath Primary School is an inclusive school that meets the needs of a wide range of pupils. We are committed to ensuring equality of education and opportunity for all irrespective of race, gender, sexual orientation, ability, religion, socio-economic factors and disability.

In order for the behaviour policy to be effective clear, links with other school policies, such as Safeguarding and Child Protection, Anti-Bullying, Care and Control, Health and Safety, Acceptable Use and SEND policies have been established.

Core Values

Underpinning all that we do are the Core Values of Aspire Believe Achieve. These are drivers for behaviour in school and pupils are encouraged to demonstrate these values throughout the school day. Dojo points are given to those who exemplify these values.

Code of Conduct - School Rules (Ready, Responsible, Respectful)

School rules are kept to a minimum and have been developed to be meaningful to pupils. These have been agreed by the pupils, staff and Governors as a whole school, consistent approach and clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the pupils to be positive in all they do to create a supportive environment to work in.

- **Be Ready**
Ready to learn, ready to listen, ready to participate, ready to embrace opportunity.
- **Be Responsible**
Responsible for behaviour, for appearance, for learning and ensuring everyone is safe in the learning environment, safe with the people around them and safe in the activities in which they are taking part.
- **Be Respectful**
Respect for themselves. Showing respect to their peers, to adults, to the environment to our community.

Ready	Responsible	Respectful
<ul style="list-style-type: none">• School uniform• Full equipment• Listening• Be on time	<ul style="list-style-type: none">• Listen to others and expect to be listened to• Look after the building, displays and equipment• Represent CHPS at its best both in and out of school• Be ambassadors	<ul style="list-style-type: none">• Appropriate language and tone• No physical contact• Stay safe online both in and out of school• Report any problems to an adult

Every behaviour intervention, positive or corrective, must be punctuated with Ready, Responsible, Respectful.

Adults must be consistent when referring to the three rules, always pinning behaviour to the same three rules / values every time. This is a core consistency for all adults working at our school.

In addition, each class will work together to create their own class agreements at the start of the year which support the school rules and Cheadle Heath Primary's core values.

Recognising Positive Behaviour

All pupils should be encouraged to do their best and their success recognised. Clear and concise expectations of behaviour (Ready Responsible Respectful) will be described, modelled and encouraged through assemblies, playtimes, lunchtimes and in class time to ensure that all pupils understand what is acceptable and safe.

In addition to verbal praise and showcasing pupils' work, the following whole school incentives and rewards may be used to recognise and celebrate good behaviour, good work, helpfulness to others: Verbal / Written praise; Class / table / individual dojos; Positive phone call / text / email home; Notes home; Share work with other teachers / classes; SLT praise; Headteacher stickers; Aspire, Believe, Achieve certificate; Class Celebration / Prize Box; Raffle tickets for the Golden Table at lunchtime.

Roles & Responsibilities:

Everyone in our school community has a role to play in fostering positive behaviour. See full policy.

Staged Behaviour Structure

We have clear procedures in place which help teachers to manage behaviour consistently in their classrooms whilst building positive relationships with pupils. The behaviour system allows for a proportionate escalation of consequence with opportunities for pupils to make positive choices. There are four stages in the process, starting with classroom teacher input before escalating to Phase Leader involvement and finally SLT involvement. The behaviour structure involves parents early on, builds in levels of support through the stages, and allows pupils to discuss their behaviour and make the right choices. It is expected that all staff follow procedures fairly and consistently and seek support from others when necessary

Consequences

The Headteacher, Senior Leadership Team and all staff are responsible for the implementation and day-to-day management of behaviour policy and procedures. There are consequences in place for pupils who do not comply with the school's Code of Conduct. These are implemented consistently and are proportionate and fair. Clear explanations for the consequence are always given, together with guidance on how to avoid future consequences. **During lessons pupils are given a chance and choice before being issued with a consequence.** Responses to behaviour may vary according to the age of the pupil and any other special circumstances that may affect the pupil, including SEND or a safeguarding concern.

Communication with Parents / Carers

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. All parents are invited to sign up to Class Dojo where direct notifications are sent when a pupil receives a dojo. Pupils are only awarded a dojo point for either demonstrating the Core Values or following the Code of Conduct.

Lunchtime & Playtime behaviour

We expect behaviour at lunchtimes to match behaviour in classroom situations. Swearing or being aggressive to another pupil is not acceptable. If these situations occur, the pupil will be sent to a member of SLT for reflection time. In order for restorative practice, they will discuss the incident with the member of staff and complete a reflection sheet under the direct supervision of SLT member.

Copies of the Behaviour & Relationships Policy are available from the school office and on the school website.

Cheadle Heath Primary School

Behaviour Ladder

GO GREEN!

YOU ARE MAKING THE RIGHT CHOICE, KEEP IT UP!

VERBAL WARNING(s)

Chance, Choice, Consequence

GOOD NEIGHBOUR TIME OUT

Chance, Choice, Consequence

SENIOR LEADERSHIP TEAM INTERVENTION

Chance, Choice, Consequence

Behaviour Support Process

	Description	Consequence	Additional	Failure to follow consequence
Reminder	Low level disruption in class/corridors: <ul style="list-style-type: none"> • Calling out • Disrespectful to staff • Lack of focus / Not following instructions • Off task • Other 	Reminder - This is the teacher's way of letting the pupil know that their behaviour is not acceptable		Move to warning
Warning	<ul style="list-style-type: none"> • Repeated low level disruption in class/corridors. • Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions 	Warning - This is the second opportunity for the pupil to modify behaviour before a consequence is introduced	Chance, Choice, Consequence	Move to Stage 1
Stage 1	Repeated Disruptive Behaviour: <ul style="list-style-type: none"> • Calling out / continual talking • Disrespectful to staff • Lack of focus • Not following instructions • Off task - disruption to learning • Out of class behaviour 	Time out in class	Chance, Choice, Consequence	Move to Stage 2
Stage 2 (all staff)	<ul style="list-style-type: none"> • Continued disruptive behaviour • Refusal to come in from break / lunchtime. • Leaving the classroom 	The pupil will be removed to work in another room i.e. Phase Leader as a 'Good Neighbour' Red dojo given Move to Red Ladder	Log on CPOMS - Using Stage 2 Phase leaders track the number of 'Good Neighbour' a pupil has each half term. On the second 'Good Neighbour', parents/carers will be contacted.	Move to Stage 3
Stage 3 (SLT)	<ul style="list-style-type: none"> • Continuing to disrupt once removed from the classroom. 	The pupil will be sent to DHT	Log on CPOMS - Using Stage 3 DHT decide consequence: Time out in isolation for AM/PM; lunchtime detention; phone call home; meeting parents; behaviour chart	
Stage 4 (SLT)	Refusal to leave classroom Refusal to go to DHT	SLT callout will be made	Log on CPOMS - Using Stage 4 Phone call home	Move to serious breach
Serious Breach	<ul style="list-style-type: none"> • Swearing at a member of staff • Threatened / actual physical violence • Serious behaviour incident • Leaving the school grounds • Previously escalated repeated disruptive behaviour • Fighting or inciting a fight / violence • Aggressive confrontation with a member of staff • Deliberate violence towards a pupil in the classroom, racist incidents, hate crimes, upturning furniture, damaging property • Extreme incidents of disruption • Running around school 	<p>All suspension are reported to the LA and the Governing Board.</p> <p>Head/Deputy Head Intervention</p>	<p>Log on CPOMS as a serious breach Phone call home</p> <p>HT/DHT decide consequence:</p> <ul style="list-style-type: none"> - Lunchtime detention - Meeting with parents/ carers - Lunchtime suspension - Internal suspension - Fixed term suspension - Behaviour chart will be created - Pupil added to behaviour intervention 	<p>Suspension</p> <p>Permanent Exclusion</p>



CHEADLE HEATH
PRIMARY SCHOOL

Code of Conduct

Be ready...

- To learn
- To listen
- To embrace opportunities
- To be the best you can be

Be responsible...

- For your behaviour
- For your learning
- For your appearance
- For ensuring everyone is safe around you

Be respectful...

- To yourself
- To others
- To your environment
- To our community