



CHELSEA
HALL SCHOOL

PROMOTING GOOD BEHAVIOUR POLICY

Responsible Person: Headteacher (Jessica Duemler)

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INTRODUCTION

Chelsea Hall School is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of CHS Policies that, taken together, are designed to form a comprehensive formal Statement of CHS's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Chelsea Hall School's policies and procedures.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Chelsea Hall School is undertaking to ensure the implementation of its core values, our '4 Cs':

Character
Creativity
Confidence
Competence

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In all CHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD)

Chelsea Hall School fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education September 2022. [Keeping children safe in education 2022 - GOV.UK](#)

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

Chelsea Hall School's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

CHS APPROACH TO PROMOTING GOOD BEHAVIOUR

The most important action we can take to promote good behaviour is to create an atmosphere in which a student can experience success. This enables a child to develop a crucial attribute: **self-esteem**

Self-esteem is comprised of:

- Achievements accomplished
- Perception of how others view you
- Purpose in life
- Thoughts of how you fit in the world
- Potential for success
- Strengths and weaknesses you believe you have
- Relationships with others
- Independence and/or ability to stand on your own feet

Educators, parents, business and government leaders agree that we need to develop individuals with healthy or high self-esteem characterised by tolerance and respect for others; individuals who accept responsibility for their actions, have integrity, take pride in their accomplishments, who are self-motivated, willing to take risks, capable of handling criticism, loving and lovable, seek the challenge and stimulation of worthwhile and demanding goals, and take command and control of their own lives. In other words, we need to help foster the development of people who have healthy or authentic self-esteems because they trust their own being to be life affirming, constructive, responsible and trustworthy (Reasoner, 2006).

OUR ACTIONS

LISTEN

All behaviour is communication. We must listen to the child and try to understand the cause of the anger or fear triggering his or her negative behaviour. Teachers must understand and respond to the cause not the symptom.

BE SOLUTION-ORIENTED

An important step in building self-esteem is to teach solutions rather than blame. Teaching children solutions to problems can begin with statements like: "Who's at fault is not important. The more important question is what we can do so it doesn't happen again." or "What do we need to do to make it work or fix the problem?"

ALLOW CHILDREN THE RIGHT TO MAKE DECISIONS

Allowing children the right to make decisions affecting their daily lives can only enhance their self-esteems. The ability to make choices can make children feel some sense of control in what happens to them. You may want to begin by using a forced choice technique in which you present the child with three options to a situation, all of which are acceptable to you. In this way, the child feels he/she is making the decision, but you maintain the control of boundaries.

OFFER ALTERNATE WAYS OF DEALING WITH A PROBLEM

Helping a student to understand alternate ways of approaching a problem gives him a sense of control and increases his 'toolbox' of skills.

BE AWARE OF UNDERLYING MOTIVES

Be aware of not only the underlying cause of negative behaviours, but also the motives. Removing a child from the classroom may represent a successful outcome for the student in avoiding the challenging activities, which cause feelings of failure and anger. It can be more beneficial to keep the student in the classroom but adjust the lessons to provide opportunities for success, knowing that may often mean giving the child alternative methods in which to demonstrate his understanding.

MODEL KINDNESS AND RESPECT

A school's culture develops over time and can be a powerful influence on students' emotional security. Teachers who speak harshly and disrespectfully to students send an unequivocal message. "It is OK to treat others this way".

This is where we start; treating each other with kindness, speaking in respectful tones and exhibiting real support for students, colleagues and parents.

ADDITIONAL SUPPORT

CHS has appointed Behaviour Support Officers who support staff in safely and constructively dealing with more challenging behaviours.

SAFETY AND SUPPORT PROCEDURES

When challenging behaviour is displayed students can access a range of support strategies to emotionally regulate.

- Movement breaks inside/outside the classroom
- Safe calm rooms
- Fidget/sensory toys.

When behaviour escalates and becomes unsafe/harmful for the child in distress or others:

- Child in distress will be transitioned by trained staff members into a safe environment where he can be given space and time to de-escalate.

All strategies to follow with students will be included and explained in their individual Safety and Support plan. This plan is updated at least every half term or when a change in behaviour is observed.

POST INCIDENT

After incident staff members supporting the student in distress, will use post incident strategies to restore the relationship between student and staff. These strategies will be included in each students' Safety and support plan.

All challenging behaviours and Safety Interventions performed will be tracked in our online and drive systems and debriefed within the team to review strategies and procedures.

SERIOUS SANCTIONS AND MISBEHAVIOUR

For serious sanctions please refer to our Exclusions policy.

ROLE OF THE HEADTEACHER

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

ROLE OF THE STAFF

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on MyConcern
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.