



Chapelford Village Primary School

Positive Behaviour Policy

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Summary of changes

Date of review	Summary of changes
January 2016 (v1)	Draft document
Spring 2016 (v2)	Adopted by LGB
Spring 2019 (v3)	Draft document – consultation with pupils and parents
Autumn Term 2019 (v4)	Adopted by LGB
Summer 2020 (v5)	Coronavirus addendum added
Autumn 2021 (v6)	Updated with KCSIE 2021 changes implemented
September 2024 (v7)	Updated with KCSIE 2024 changes implemented. Aligned with HPL curriculum. Removed coronavirus appendices.

APPROVED BY:

Chair of Governors on 19th September 2024

Headteacher on 19th September 2024

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Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.

- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 -

Parent/Carers Responsibilities

- To work in partnership with the school to support the behaviour, wellbeing of the child

- To accept and support the school values and expectations
- To ensure that any events/circumstances that may affect a child are communicated to school – this is a parent/carer responsibility
- To be tolerant of other children by understanding that each child is unique and therefore may have their own behaviour system to follow for their differing needs

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Use of mobile phones without permission
- Using hands, feet or words to hurt another

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs regularly and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

This policy is linked to the Behaviour Principles Written Statement (**Appendix 1**), Anti Bullying Policy, Equalities Policy, SMSC Values Policy and the Safeguarding Policy and Procedure (which includes specific information on reporting arrangements for a range of types of Safeguarding and Behaviour).

Reference should also be made to:

Health and Safety Policy
Positive Handling Policy
Staff Code of Conduct
Exclusions Policy
SEND Policy
Equality's Policy
DfE Guidelines on Exclusion from School

Legislation and statutory requirements

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to

have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Overview

Our vision remains rooted in our school ethos and values:

Learn, Achieve, Respect'

At Chapelford Village Primary, we aim to be an exceptional school with our children at the core of everything we do. We believe that our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure, with equal opportunities for all.

We set high expectations for both staff and children to achieve high standards. Behaviour Management and discipline are the shared responsibility of all staff and parents. A well-ordered school depends on good time keeping, a well organised classroom and positive relationships with children, parents and other staff. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We strongly believe that rewards have a motivational role, helping children to see that good behaviour is valued. We reward through praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be as high as for work.

Our aims go beyond simply maintaining order, important as that is. We also foster good behaviour by promoting the spiritual, cultural, social, mental and physical development of young people. We are also aware that many factors have a bearing on the behaviour of young people. The organisation and policies of the school, its physical environment and the overall ethos can all have a strong influence on pupil behaviour.

Aims

What are our aims?

- To provide an exceptional primary school education for all children.
- To create a learning environment in which children are enabled to attain the highest standards of which they are capable, through the recognition of individual needs.
- To nurture a warm and mutually respectful relationship between adults and children, in a calm, purposeful atmosphere, where children feel safe and valued.
- To provide a sense of community by working in partnership with parents and other members of the wider community.
- To approach and promote a consistent approach to behaviour in a positive manner.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Broad Aims of our Policy:

- To ensure every child feels safe and secure in school;
- To promote, encourage and model good behaviour;

- To communicate the necessity of good and positive behaviour;
- To promote positive attitudes;
- To help children develop moral codes and values;
- To prepare children to be good citizens;
- To contribute to raising children's achievement;
- To maintain an ethos of kindness and consideration by promoting good behaviour;
- To enable everyone to be alert to, and able to respond to, bullying, racial harassment, physical violence, disruptive behaviour, verbal abuse etc.
- To ensure consistency and a whole school approach to behaviour

Rights Charter

This is developed annually in each class throughout the school at the start of the academic year through a "My Rights Charter."

(Appendix 2)

Rights of Children

- To be respected and valued for their uniqueness
- To be able to learn in a safe, secure and caring environment
- To feel safe
- To have the behaviour policy of the school adapted to suit my needs

Rights of Staff

- To work in a safe and secure environment
- To feel safe
- To feel respected and valued
- To receive support and professional development
- To be able to undertake their roles to support learning and teaching across the school

Rights of Parents and Carers

- To be fully informed
- To be listened to
- To be respected as the child's prime educator
- To be involved in supporting the solving of a child's unacceptable behaviour

Online Safety (See Separate Online Safety policy)

The school has clear expectations of pupils in relation Online Safety.

Rewards

We will provide a consistent and coherent reward system that it easily understood by all staff and children, and is implementable. The aim is to link the individual reward to a class reward. The focus is on the individual reward going towards the greater good. Behaviour chart pathway will be displayed in each classroom to ensure clarity and consistency ***(Appendix 3)***

Individual awards	<ul style="list-style-type: none"> • Class Dojos • Individual Dojo reward
Collective rewards	<ul style="list-style-type: none"> • House points • Dojo class reward

Certificates	<ul style="list-style-type: none"> • Weekly star learner certificate • Weekly values certificate • Weekly Always Bear or Always child lanyard • Times table wristbands • Head Teacher's certificate
Special awards	<ul style="list-style-type: none"> • Postcards home • Headteacher's tea party • Ambassador awards • Head boy and head girl awards

Dojos

Individual Dojos:

Dojos to be given clearly linked to our five school expectations (specific praise - giving the reason why). Children can choose to spend their dojos weekly on a reward or they can be saved each week to spend on a bigger reward.

Combined Dojos:

300 = class reward. A child must have earned at least 5 individual dojos in order to participate in the collective Dojo reward time.

House Points

All children are arranged into houses which are: St George, St Andrew, St David, St Patrick
House points are given to reward children demonstrating positive values around the school outside of the classroom and during break and lunch times. House points are also given to children who receive the weekly certificates in assembly for exceptional performance. Additionally there are curriculum based competitions across the year where children can earn house points – these include Sports day, Maths fluency competitions, Spelling Bee and others.

Exceptional Performance:

- Weekly star learner certificate
- Weekly values certificate
- Times table certificate
- Weekly Class bear (up to Y3)
- Head Teacher's certificate
- Head boy and head girl award
- Ambassador certificates
- Always child award (Y4 – Y6)

In school competitions

House points are collected and counted half termly (see above). The winning team at the end of each term receives a reward with the overall winning house team at the end of the year earning a bigger

treat.

Head Teacher's Postcard home. This to be sent home to pupils showing the most improvement (behaviour, progress, attitude)

Lunchtime rewards

Children are awarded house points for showing good manners, being a positive role model in sharing and caring for others and being helpful in tidying and organising resources during lunch times.

Sanctions / Consequences

The school has the legal authority to impose reasonable punishments and sanctions where necessary. We will use a hierarchy of strategies to effectively reinforce the desired behaviours, to help discourage children from behaving in unacceptable ways. Such strategies and sanctions help to enforce the school rules, and to ensure a safe and positive learning environment. We employ each strategy or sanction appropriately to each individual situation. **See appendix 4** for further guidance on practice for day to day behaviours.

Use the toolkit of positive reinforcement strategies to reinforce the desired behaviour. If you have exhausted this toolkit of strategies, the following staircase of strategies must be implemented by the member of staff:

EYFS Sanctions / consequences

1. Warning
2. 2 minutes 'time out' in the classroom with a teacher
3. Relocation – to another space within the classroom
4. Relocation – to another classroom in the year above to complete independent task for 10 minutes. Work missed in class during this time to be completed during break time – this will be communicated with parents or carers at the end of the school day.
5. Isolation from the class – in consultation with AHT/DHT removal to the corridor space with a TA for the remainder of the lesson, taking their work with them - this will be communicated with parents/carers at the end of the school day.
6. Referral to Assistant / Deputy Head Teacher. Letter will be sent home to parents/carers explaining the behaviour for that day.
7. Referral to Head Teacher. A letter will be sent home to parents/carers to invite them into school to meet with staff involved with the pupil to discuss next steps in supporting the child with behaviour in school.

Years 1 – 6 Sanctions / consequences

1. Warning
2. Spend a dojo
3. Relocation – to another space within the classroom
4. Relocation – to another classroom to complete independent task for 10 minutes. Work missed in class during this time to be completed during break time – this will be communicated with parents at the end of the school day
5. Isolation from the class – On consultation with YGL, AHT, DHT - this will be communicated with parents either before (wherever possible) or at the end of the school day
6. Referral to Head Teacher - letter sent home to parents to invite them into school to meet with

staff involved with the pupil to discuss next steps in supporting the child with behaviour in school. This could possibly be referral to outside agency support.

Extreme Circumstances

For extreme behaviour, you immediately call for a member of the Senior Leadership Team. Children with additional needs will be supported with individual targets after discussion and support from SLT. Parents are to be informed as above.

Lunchtime sanctions.

1. Speak to the child quietly to discuss the unwanted behaviour.
2. If the child continues with the same behaviour, then they stand with the MDA for 2 minutes.
3. If the behaviour continues, then the child stands with the MDA for a further 2 minutes.
4. If there is no change in behaviour, then YGL or a member of the SLT to be called.

The Curriculum and HPL at Chapelford Village Primary School

The curriculum is central to maintaining good order in our school. Behaviour Management must be an integral part of our curriculum. Appropriate and relevant social skills should be developed in all children, thus allowing them to participate fully in the life of their school, home and local community. It is through a well organised classroom and interesting and challenging teaching, that the potential for conflict is reduced.

Through the school's dedication to the High Performance Learning approach, a different school value is focused on each half term. Sessions are delivered both in assemblies and classrooms to support children's understanding of these values, how they help themselves and others and ways in which pupils can further develop their own skills in each area.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be carefully arranged to provide a conducive environment for on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Classroom displays should develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm, enjoyment, participation and success for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between the child and teacher to avoid resentment.

Behavioural expectation will be made explicit to all children at the beginning of each term and will be constantly and consistently reinforced. Classroom Codes will be compiled at the start of the year with reference to the Chapelford Village Primary School Golden Rules.

There should always be opportunities to discuss the needs for rules in society and in their role as protecting everybody's rights. The promotion of self-discipline, a sense of care for one another and a dislike of

irresponsible behaviour should be positively encouraged.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Bullying

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. This includes cyberbullying, prejudice-based and discriminatory bullying. At Chapelford Village Primary we are keen to identify early signs of bullying and children are encouraged to tell a member of staff, a parent or friend.

We promote the STOP (Several Times on Purpose) message to all children and this forms part of the PSHE curriculum and are core school values.

We regard bullying very seriously and will always do our very best to ensure that all instances are properly dealt with. We aim to provide a protective ethos with preventative work in our Personal Social and Health Education. We listen carefully to any concerns and encourage everyone to let us know of any bullying behaviour. We support children who may have been bullied and try to ensure they feel safe; respond to all instances of bullying informing parents of both parties and work with everyone involved to change bullying behaviour.

Appropriate action is taken to deal with any bullying incidents to help all parties involved. The role of parents is important in reducing any incidents of bullying. CVPS has a separate Anti-Bullying Policy to supplement this Positive Behaviour Policy.

In addition, any serious behaviours that would affect any child's health and safety are dealt with swiftly and according to the guidance outlined in the Sanctions Framework.

Peer on Peer abuse:

Please note that this is linked directly to our Safeguarding policy and procedure and links to the list of behaviours that count as peer-on-peer abuse in paragraph 49 of Keeping Children Safe in Education (KCSIE) 2021. Children can abuse other children. This is generally referred to as peer on peer abuse. Peer on peer abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing their peers and all incidents should be recorded appropriately- as peer-on-peer abuse- not just a behaviour incident.

The school has a number of procedures in place to minimise the risk of peer-on-peer abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and deal with accordingly. The risk assessment will inform whether the school needs to:

- Manage the incident internally
- Refer to early help
- Refer to children’s social care
- Report to the police

We recognise that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.” The school’s response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any sexually inappropriate behaviour will not be tolerated, and ALL pupils involved will be supported and listened to. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

We recognise of the gendered nature of peer-on-peer abuse, but that all peer-on-peer abuse is unacceptable and will be taken seriously; and

The different forms peer on peer abuse can take, such as:

- Sexual violence and sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting: (The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges); and
- Initiating/hazing type violence and rituals.

Staff will follow the sanction guidance however different sanctions will be appropriate for different ‘levels’ of sexual harassment and sexist comments. Context will impact how each incident is handled including consideration of:

The age and developmental stage of the alleged perpetrator(s)

The nature and frequency of the alleged incident(s)

Balancing the sanction alongside education and safeguarding support

(Guidance will be taken from 464 of KCSIE 2021)

Consequences will happen after all incidents and appropriate sanctions will be actioned. The response to each incident will be proportionate and will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The voice and views of the victim(s) will help to inform any response.

We are committed to creating a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for pupils to call out and report incidents

Pupil Conduct Outside of the Pupil Gates

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform

- in some other way identifiable as a pupil at the school

Misbehaviour at any time, whether or not the conditions above apply, because their behaviour could have repercussions for the orderly running of the school, or possess a threat to another pupil or member of the public or could adversely affect the reputation of the school, could result in a sanction.

The use of social media and gaming which is harmful and hurtful from children in our school towards their peers may be investigated in school- if it is brought to the attention of staff-particularly where there is evidence of cyberbullying and appropriate sanctions given (depending upon the severity of the incident).

Through the computing curriculum, PSHE curriculum and SMSC curriculum, we inform all children about safe use of the internet and social media.

Many children have access to a range of social networking sites, various apps and games. A number of these which our children access are not age appropriate e.g. WhatsApp, Facebook, Instagram, Fortnite. Parents need to ensure all apps etc. are age appropriate and monitor their child's phones and devices regularly. All children from EYFS to Year 6 sign an E-Safety Agreement where they agree to use the internet/ phones in a safe and respectful way.

Please see the **Online Safety Policy** for further details and information.

Where harassment via phones or internet is evident, we advise that the police are informed.

Children with Challenging Behaviour

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Whilst the majority of children follow the strategies and rules outlined in the Behaviour Policy, a small minority will require extra support and guidance.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.

- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Exclusions – Permanent and Fixed Term Guidance

Fixed term exclusion – the Head teacher or Deputy Headteacher (in the Headteacher's absence) may exclude a pupil from school in very exceptional circumstances.

Fixed term exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Head teacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. This will include:

- i. The age and level of maturity of the pupil
- ii. The conduct record of the pupil
- iii. The response of the pupil to the investigation of the incident
- iv. Whether others have been hurt as a result of the pupil's actions

This list is illustrative and not exhaustive. Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies which may include Child Protection, Anti-Bullying.

Permanent Exclusion – the Head teacher may decide to permanently exclude a pupil following investigation.

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the educational welfare of other pupils or others in the school (DfE Guidance)

The chair of Governors and CEO will be informed of any form of exclusions. (Where possible before parents are informed)

Allegations Against Staff

Any false allegation made against a member of staff (including supply staff), will be treated as a serious offence and may result in exclusion. The Head teacher will also consider the pastoral needs of staff accused of misconduct and will support a pupil who has made a malicious allegation in terms of safeguarding and mental health.

Positive Handling

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal *offence*, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school. The school has a '**Positive Handling Policy**' in place which all staff are required to follow. All incidents of safe holding will be recorded appropriately.

Searching of Pupils

The Head Teacher and staff nominated by the Headteacher are allowed to search pupils without their permission when they think the pupil has either a dangerous or illegal item/s on their person or their personal belongings.

Equal Opportunities

All learning opportunities within school; extra-curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, sexual identity, nationality or ability.

The school is committed to equal opportunities and working to 'include' children who have either been withdrawn from or are in danger of being withdrawn from lessons and to work with them. Targeted children will continue with curriculum studies, but the emphasis of support will be too being about a change in their behaviour so that they are able to operate more effectively in their normal lessons.

Parents/carers will be informed and invited to school to discuss behaviour.

Parents and Carers

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We explain the school rules and expectations in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring and Self-Evaluation

The Behaviour Management Policy is monitored on a daily basis by class teachers and the Senior Leadership team (SLT). More severe behaviours are monitored through behaviour Logs where names and details are recorded.

Each class have their own Dojo system which allows teachers and SLT to monitor the frequency and occurrences of both positive and negative behaviour. This serves as an active tool to support teachers in their feedback to parents. It enables the school to keep a track on individual children and the strategies that have been put in place. The SENDco may also access this information to support IEP and Behaviour Reviews.

The policy will be revisited by all staff during a staff meeting at the start of every academic year. We feel that it is essential that all staff have the opportunity to review the effectiveness of the policy and the framework. Therefore, opportunities are provided throughout the year to reflect upon the impact and use of the policy and framework.

Review

The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. This policy is reviewed annually in collaboration with staff and the school council. Governors monitor the standards of behaviour throughout the academic year.

The Positive Behaviour Policy is intended to be a continuous working document. At CVPS we strive to maintain outstanding behaviour consistently from all of our pupils.

Appendix 1

Chapelford Village Primary School Behaviour Principles Written Statement

This is statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher. The statement has been adopted by the Governing Body as a whole. The Governors at Chapelford Village Primary School, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Chapelford Village Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens, championing British Values.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Chapelford Village is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated verbally, physically or online through Social Media. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The Governors expect the Head teacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- This written statement of behaviour principles is reviewed and approved by the Governing Body every year.

Appendix 2

Chapelford Village Primary School

Key Stage 1 - My Rights Charter

I have the right to Learn, Achieve and Respect.

I have the right to learn.

I have the right to be safe and happy.

I have the right to be happy with myself and to be different.

I have the right for people to respect my friends and family.

I have the right to be myself and take care of myself.

I am a very special person. We are all equal at Chapelford Village Primary School.

Signed by the class:

The staff at Chapelford Village Primary School will support you in your rights.

Signed _____ Headteacher

Chapelford Village Primary School

Key Stage 2 - My Rights Charter

I have the right to Learn, Achieve and Respect.

I have the right to learn. If someone is stopping me from learning I have the right to tell an adult. This is a sensible action for me to take.

I have the right to be safe and happy. I have the right to be free from bullying. I can ignore the behaviour of others, walk away and tell an adult in school who will always help me. This is a sensible action for me to take.

I have the right to be happy with myself and to be different. I have the right to have a different appearance than others. I am allowed to have my own ideas and beliefs as a unique individual. If someone disagrees with my beliefs, appearance or views I have the right to tell an adult. I should feel proud of who I am. This is a sensible action for me to take.

I have the right for people to respect my friends and family. If somebody is disrespectful about my family I have the right, to tell them, politely but firmly, that their behaviour is unacceptable. This is a sensible action for me to take.

I have the right to be myself and take care of myself. If anyone speaks to me or touches me in a way that makes me feel uncomfortable I have the right to speak to an adult who will always help me. This is a sensible action for me to take.

I am a very special person. We are all equal at Chapelford Village Primary School.

Signed by the class:

The staff at Chapelford Village Primary School will support you in your rights.

Signed _____ Headteacher

Appendix 3



Behaviour Chart Pathway: EYFS Rewards

Dojos – classroom based

1. Individual dojos are given to children linked to the 5 school expectations.
2. Whole class weekly dojo reward time. The class must earn 300 dojos in total to receive dojo reward time. The individual must earn at least 5 of these to participate in the reward time.

House Points

- A house point is awarded to a child who demonstrates school values outside of the classroom.
- A house point is awarded to children who receive a weekly certificate or award.
- House points are awarded for winners of inter house competitions.
- The winning house receives a reward at the end of the year.

Lunchtime

- **Pom poms.** Children are awarded house coloured pom poms during lunchtimes for displaying positive behaviours. The house that has won the most lunchtime pom poms during the week wins 50 house points.
- **Lunchtime certificates.** A lunchtime certificate is awarded weekly to one child in every class who has shown the best behaviour at lunchtime.
- **Table of awesomeness.** All children that have won a weekly lunchtime certificate will have their names placed into a raffle. One child from each class will be picked every half term and they will be able to have their lunch on the table of awesomeness.

Hierarchy of sanctions:

Classroom

1. Warning
2. 2 minutes 'time out' in the classroom with a teacher
3. Relocation – to another space within the classroom
4. Relocation – to another classroom in the year in the bubble to complete independent task for 10 minutes. Work missed in class during this time to be completed during break time – this will be communicated with parents or carers at the end of the school day.
5. Isolation from the class - removal to an alternative space for the remainder of the lesson with support from a TA, taking their work with them - this will be communicated with parents/carers at the end of the school day. YGL to be informed.
6. Referral to Assistant Head Teacher/Deputy Head Teacher. Letter will be sent home to parents/carers

explaining the behaviour for that day.

7. Referral to Head Teacher. A letter will be sent home to parents/carers to invite them into school to meet with staff involved with the pupil to discuss next steps in supporting the child with behaviour in school.

Lunchtime

- MDA to speak to the child quietly to discuss the unwanted behaviour.
- If the child continues with the same behaviour then they stand with the MDA for 2 minutes.
- If the behaviour continues, then the child stands with the MDA for a further 2 minutes.
- If there is no change in behaviour, then YGL or a member of the SLT to be called



Behaviour Chart Pathway: Years 1-6 Rewards

Dojos – classroom based

- Individual dojos are given to children linked to the 5 school expectations. These can be spent on a weekly dojo reward or saved to spend on a bigger reward.
- Whole class dojo reward time. The class must earn 300 dojos in total to receive dojo reward time. The individual must earn at least 5 of these to participate in the reward time.

House Points

- A house point is awarded to a child who demonstrates school values outside of the classroom.
- A house point is awarded to children who receive a weekly certificate or award.
- House points are awarded for winners of inter house competitions.
- The winning house receives a reward at the end of the year.

Lunchtime

- **Pom poms.** Children are awarded house coloured pom poms during lunchtimes for displaying positive behaviours. The house that has won the most lunchtime pom poms during the week wins 50 house points.
- **Lunchtime certificates.** A lunchtime certificate is awarded weekly to one child in every class who has shown the best behaviour at lunchtime.
- **Table of awesomeness.** All children that have won a weekly lunchtime certificate will have their names placed into a raffle. One child from each class will be picked every half term to receive a special lunchtime reward.

Hierarchy of sanctions:

Classroom

1. Warning
2. Spend a dojo
3. Relocation – to another space within the classroom
4. Relocation – to another classroom within the bubble to complete independent task for 10 minutes. Work missed in class during this time to be completed during break time – this will be communicated with parents or carers at the end of the school day.
5. Isolation from the class - On consultation with YGL, AHT, DHT removal to a different area to complete work.
6. Referral to Head Teacher. A letter will be sent home to parents/carers to invite them into school to meet with staff involved with the pupil to discuss next steps in supporting the child with behaviour in school.

Lunchtime

1. MDA to speak to the child quietly to discuss the unwanted behaviour.
2. If the child continues with the same behaviour, then they stand with the MDA for 2 minutes.
3. If the behaviour continues, then the child stands with the MDA for a further 2 minutes.
4. If there is no change in behaviour, then YGL or a member of the SLT to be called.

Appendix 4

Behaviour for Learning Practice Guidance

General day to day behaviours

Unwanted Behaviours	Practice to prevent unwanted behaviours	Success Criteria/Impact
Listening – children not listening or facing the person who is talking	<p>Inside the classroom:</p> <ul style="list-style-type: none"> 1 – stop what you are doing 2 – equipment down 3 – eyes on me <p>Outside of the classroom:</p> <p>Hand straight up – visual for children to follow – children to put their hand up also. (Staff MUST model each stage with actions – in an assertive)</p>	<p>All equipment is down Children are sitting up straight All are looking at the member of staff</p>
Children off-task, out of seats/areas	<p>Behaviour of the teacher:</p> <ul style="list-style-type: none"> > “If you need to get out of your seat, you put up your hand and ask for permission.” Our school mantra > 360 awareness – be aware of the whole group > Non- verbally direct them back to their seat > If child comes up with an excuse, mantra is “Maybe you do/maybe you are, but go to your seat and put your hand up.” <p>Proactively preventing it:</p> <ul style="list-style-type: none"> > Is all the equipment for the task on the desk? > Is buddy learning/peer support encouraged? 	<p>Children in their seats and on task Any children out of seats, being redirected</p>
Shouting out	<p>If you want hands up:</p> <p>“By putting up your hand, tell me.....” (Staff MUST model this – in an assertive way) If children continue, move on to PIP (reinforcing the desired behaviour that you want) and RIP (not drawing attention to the wrong behaviour – non-verbal reminder). When children then do the desired behaviour, this is followed by positive praise.</p>	<p>No shouting out is observed</p>
Passivity – non-engagement	<p>If no hands up:</p> <ul style="list-style-type: none"> > Question – ask question first > Think about it > Discuss with partner (member of staff is ‘tuning into conversations’ – hearing the answers/circulating the room) > Member of staff ‘commentates’-“ well done...says answer” > Member of staff then selects an appropriate child to answer <p>Independent Tasks:</p>	<p>All children engaged and actively involved in the lesson Benchmark – number of children contributing to the lesson & frequency of children answering questions (groups – boys, girls, etc)</p>

	<ul style="list-style-type: none"> > 360 awareness of the class > All tasks need to be chunked and time-related – teacher driving the pace 	
Exit from playground – pushing, talking and wasting time	<p>Playtime/Lunchtime:</p> <ul style="list-style-type: none"> > Blow whistle once > Children straight away walk to the classroom – those children with equipment to put away then into class > Teacher MUST be on the classroom door BEFORE break time finishes (half on playground), to meet, greet and correct behaviour at the door – praising those showing the appropriate behaviours. If the teacher is on duty, they are to supervise the children, then walk to their own class > There must be a task ready for the children to do as soon as they come into the classroom – children are coming in and they are active; focused on learning straight away (this does not have to be a stand-alone task, but something that links to your lesson, e.g. a question for children to think about and answer) 	Children enter the classroom calmly and are on task quickly
Lining up in classroom/movement to the hall – talking, pushing and distracted	<ul style="list-style-type: none"> 1 – stop what you are doing 2 – stand up 3 - push your chairs under > Send children to line up at the door, one table/group at a time > Children to walk, hands by sides, to the hall/classroom > Member of staff to walk with the middle of the line – enabling them to see both front and rear of line 	Children lining up quietly and sensibly, and walking in straight, quiet lines (arms by sides) around the school

NB: Please note: if inappropriate behaviour persists and children are not responding to sanctions, loss of dojo reward time can be used as a further sanction, at teacher’s discretion. Please ensure SLT are informed.

NB: Any loss of break/lunchtime is to be with the class teacher, unless otherwise agreed with SLT. Class teachers must ensure that parents are notified of behaviour at point 5 of the consequences, to keep them well-informed and ensure home/school partnership.

Appendix 5

Communication Letters to Parents

First behaviour letter (low level disruption/disengagement)

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could. This is impacting on the learning of your child and other pupils in school. It is important that your child understands the need to follow our pupil code of conduct and I would appreciate an opportunity for us to communicate at your earliest convenience so that we can work together to support the development of the positive behaviour choices required. At this stage I am confident that early intervention will remedy the situation quickly.

Please contact me via email _____, by telephone through the school office or by returning the reply slip below.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Available time/date to call: _____

Second behaviour letter (when a child has needed to be removed for 10 minutes from a class)

Dear parent,

Today, it has been necessary to move _____ to another classroom for 10 minutes in line with the school's behaviour policy as they were unable to adhere to our pupil code of conduct. Despite warnings and spending of dojos, behaviour was not modified. Lost learning was caught up during break time with myself, the classteacher.

I am confident that there will be an improvement in behaviour moving forwards, however I would appreciate it if you could discuss the matter with them. Please feel free to contact me via email or by telephone through the school office should you wish to discuss further. I will, of course, continue to communicate should behaviour not improve.

Many thanks for your support. Yours sincerely,

Class teacher name and email: _____

Class teacher signature: _____

Date: _____

Third behaviour letter (requirement for modifying behaviour plan)

Dear parent,

I am sorry to report that, despite our recent communication and support for positive behaviour strategies to support, _____ has continued to make poor behaviour choices which is adversely affecting their own progress as well as causing learning disruptions for their peers.

_____ would now benefit from a more structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with myself as a priority, to discuss how we can best support your child in improving their behaviour. I would be able to meet on __ at _____. Could you please confirm via email or telephone via the school office if you are able to attend at this time.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Fourth Behaviour letter (confirmation of behaviour plan)

Dear parent,

Many thanks for your time today in discussing the needs of your child and how a short-term use of a personalised behaviour plan will support the modifying of behaviour. As always, the focus will be on a positive approach with lots of praise for positive behaviour choices and effective behaviours for learning. The behaviour chart will be shared with you daily as agreed and consequences in school, should the need arise, will be immediate in order to have the greatest impact. Thank you for supporting the plan by agreeing to consequences at home in accordance to the plan.

The plan will be reviewed weekly with yourself by telephone; this will enable us to discuss areas of success and make changes if needed.

I am confident that by working together to support positive behaviour choices, we will be able to quickly re-engage

_____ and continue the year really positively.

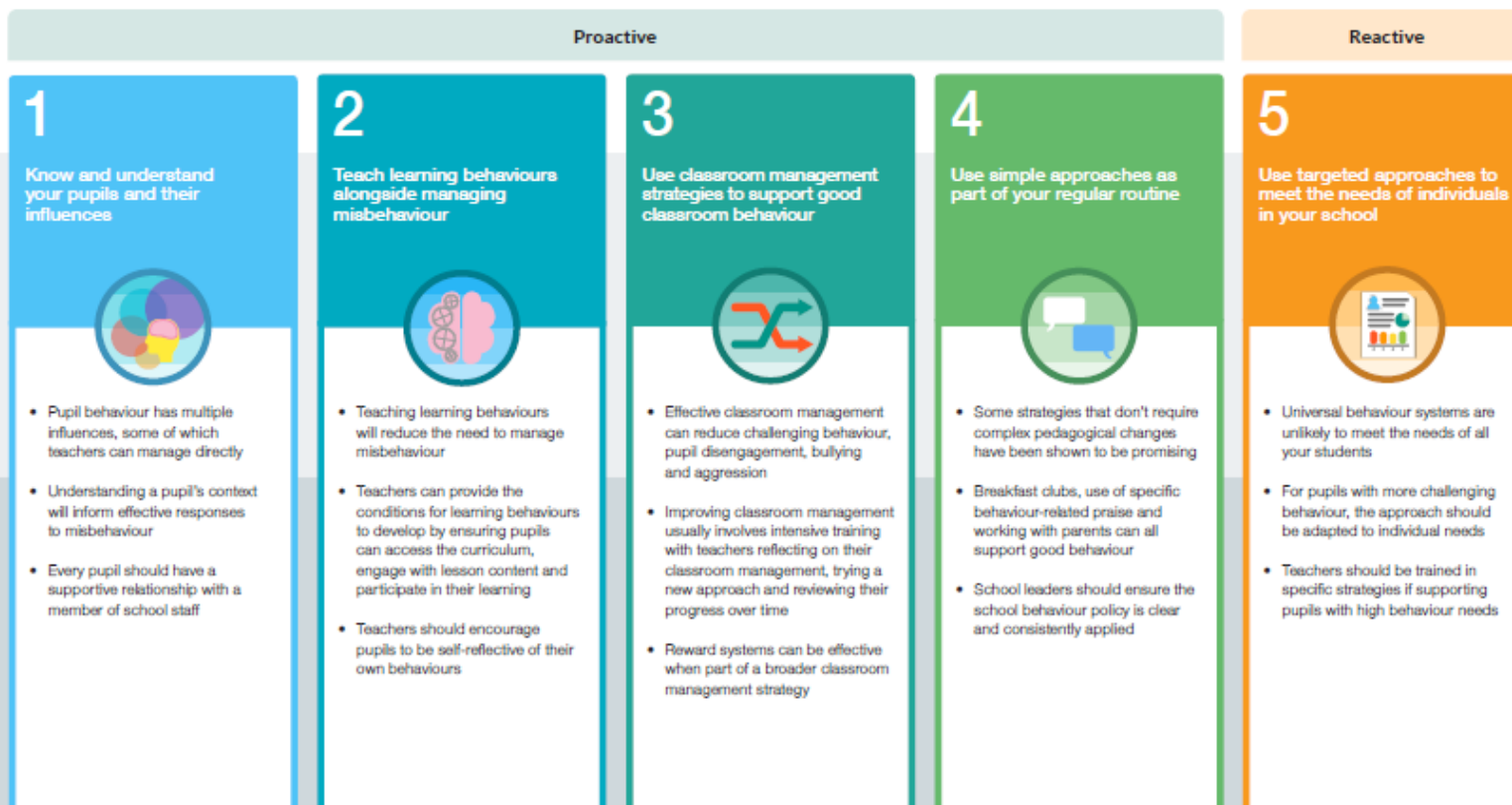
Many thanks for your continued support

Yours sincerely

Class teacher name: _____

Class teacher signature: _____


Sections are colour coded for ease of reference:



Implementation

6

Consistency is key



- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level



Chapelford's Golden Rules

We Listen.

We are prepared.

We work well with others.

We work as well as we can.

We respect and show our school values.

Appendix 8

Rewards:

- Dojo points
- Class dojo reward time
- House points
- Lunchtime pom poms
- Lunchtime certificates
- Table of Awesomeness
- Star Learner
- Values Certificate
- Times Tables Certificate
- Class bear (up to Y3)
- Always child (Y4 – Y6)
- Reader of the week
- Headteacher's Certificate
- Head boy and Head girl award
- Ambassador certificates

Sanctions:

- Warning
- 'Time Out' (EYFS only)
- Spend a dojo (Y1 – Y6)
- Relocation – another space within the classroom
- Relocation – to another classroom (communication with parents)
- Isolation from class – on consultation with YGL, AHT, DHT (communication with parents)
- Referral to AHT/DHT
- Referral to HT

Chapelford Village Primary School

'Learn, Achieve, Respect'

Positive Behaviour



Be Safe
Be Ready
Be Respectful

Restorative talk:

- What has happened from your point of view?
- What were you thinking / feeling at this time?
- Who else has been affected by this?
- What do you need right now?
- What can you do / can be done to put things right?

Visible Consistencies:

- All Staff and Children are role models
- We greet one another in the mornings.
- Staff accompany children to the playground at playtimes and the end of the day. At playtimes there must be an adult on duty before children are left.
- Children are instructed to return into school from playtime and lunchtime supported by an adult.
- Class teachers are in classrooms ready to greet children after playtime and lunchtime
- Staff regularly notice and respond to goof behavior exhibited by children across the school.
- Staff intervene whenever incidents occur – following restorative approaches where possible.
- All staff challenge children who are not keeping the golden rules in a non-confrontational way.
- Parents and carers' work in close partnership with the school and accept the rules, policy and practice.

Chapelford's Golden Rules



We Listen.
We are prepared.
We work well with others.
We work as well as we can.
We respect and show our school values.