Chesterton Primary School
Behaviour Policy
2024 – 2025

1. Aims of the Policy:
The aim of our school behaviour policy is to create a positive, safe, and supportive environment where all students can succeed. Specifically, the goals are:

Promote Positive Behaviour
- Encourage Respect: Foster respectful relationships among students, staff, and the school community.
- Reinforce Values: Promote the core values of the school.

Ensure a Safe Environment
- Prevent Disruptions: Minimise disruptions to allow all students to fully engage in learning.
- Maintain Safety: Protect the well-being of students and staff by preventing harmful behaviour.

Support Student Development
- Encourage Responsibility: Help students develop self-discipline and make good decisions.
- Provide Support: Assist students struggling with behaviour through targeted interventions.

Ensure Fairness and Consistency
- Set Clear Expectations: Make sure all students understand what behaviour is expected.
- Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.

Build a Strong School Community
- Strengthen Relationships: Promote positive interactions between students, staff, and parents.
- Involve Everyone: Engage parents, students, and staff in maintaining a positive school culture.

Prepare Students for the Future
- Teach Life Skills: Equip students with skills like cooperation and communication to succeed beyond school.
- Promote Lifelong Learning: Support students' ongoing academic and personal growth.

In summary, this policy aims to support the educational mission of the school while helping every student grow and thrive.

2. Principles of Effective Behaviour Management
To ensure our school meets these aims, the following 6 principles will be applied:

Principle 1: High Expectations: Leaders uphold high behaviour standards, ensuring all students can learn in a respectful, disruption-free environment.

Principle 2: Loving: Leaders build strong, supportive relationships, making sure students feel valued and inspired to achieve their best.

Principle 3: Clarity of System: Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management.

Principle 4: Consistency of Application Rules are applied fairly and consistently across the school, ensuring everyone is treated the same.

Principle 5: Knowledgeable and Understanding of Adults Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively.

Principle 6: Strong Parental Partnership We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for student success
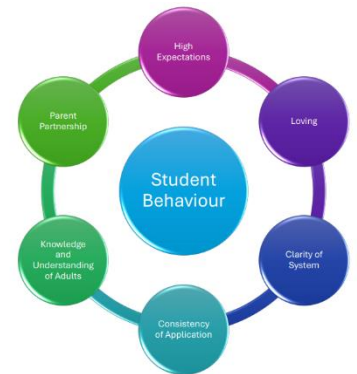
3. School Values, Rules and Expectations
School Rules

Staff and children were involved in the formulation of our school rules. They are displayed throughout the school and give guidance as to acceptable and unacceptable behaviour.

Our school rules are:

1. We are kind and honest
2. We listen and work hard
3. We look after our property and our school

Our school values are: **Ready, Respectful, Resilient and Safe.**

The class teacher regularly discusses the school values with their class. In addition to the school rules, each class may have agreements regarding day-to-day practices, for example, exiting the classroom to go to the toilet. In this way, every child knows the standard of behaviour that is expected in our school.

The school will not tolerate:

- physical and verbal aggression towards staff or pupils;
- prejudice or discriminatory language;
- bullying of any kind (Appendix A);
- persistent and deliberate disruption to others learning.

We act immediately to stop any occurrences of such behaviour and apply the behaviour system consistently.

4. Our Approach to Behaviour Management

Our behaviour management approach combines positive reinforcement with appropriate consequences to guide student behaviour. We set clear and consistent expectations, encouraging good behaviour by rewarding students with praise, incentives, and recognition. This positive reinforcement helps students repeat desirable behaviours. When students do not meet expectations, we apply fair and consistent consequences to discourage negative behaviour. These consequences help students understand the impact of their actions, alongside the support we give to teach students the skills they need to behave well. By balancing rewards with clear, fair consequences and support, we promote positive behaviour while maintaining a disciplined and respectful learning environment that everyone can learn and thrive in.

5. Rewards we use in our school

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Student of the Week Headteacher Awards: these are presented to pupils in each class (one per week) who produce work of an exceptional standard (appropriate for that individual)
- Headteacher Stickers: these are awarded to pupils who follow our school rules and values or who produce work of an exceptional standard (appropriate for that individual). Pupil names are written in a book and this is read out in the weekly celebration assembly.
- Dojo points to be given out for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These need to be handed out consistently by teachers. Pupils can exchange their rewards for individual and class prizes.
- Staff congratulating children and celebrating achievements with others, either in class or during our Celebration Assemblies.
- Positive feedback to parents (verbal and written via Postcard home, for example), stickers and presenting good work to the Headteacher or other class teachers.
- Positive praise and recognition
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible

6. Consequences used in our school

Our aim is to change a pupil's behaviour to pro-social behaviour before putting a consequence in place. The restorative approach will be used at all stages, including the use of the restorative approach questions. It is part of the language of teachers and pupils. It encourages children to take responsibility. There will be a focus on rights and British values. It focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on idea that we all have the right to feel safe at all times and that this includes staff as well as pupils. At all stages, consequences are non-judgemental and the approach must centre on the behaviour, not the child.

Initially, we always aim to achieve this through these techniques as outlined by Cambridgeshire Therapeutic Thinking:

- Positive phrasing:
    - Stand next to me, thank you
    - Put the pen on the table, thank you

- Chance to amend behaviour and the use of reminders
    - What are you supposed to be doing?
    - You still have not started your work, this is your reminder

- Limited choice
    - Put the pen in the box or on the table, thank you
    - Talk to me here or in the corridor
    - Are you going to sit with an adult or on your own?

- Disempowering the behaviour
    - You can listen from there
    - Come and find me when you come back

- Use of de-escalation script
    - Use the person's name
    - Acknowledge their feelings
    - Offer to help (talk to me I will listen)
    - Offer a get out (positive phrasing)

All incidents of low-level disruption should be logged on behaviour forms.

Although we are an inclusive school, we recognise that a child may sometimes need to be removed from a classroom to calm down. In these incidents, the staff identified on the Predict, Prevent and Progress plan, will be called for and the child will come back to class once they have calmed down. After these incidents, a restorative conversation will take place between the pupil and the teacher and recorded on MyConcern. Staff working with the pupil will follow the Predict, Prevent and Progress plan to ensure appropriate adaptations are in place to mitigate the anti-social behaviours.

If behaviour is re-occurring, a restorative conversation will take place. This will be logged on MyConcern and the outcome of the conversation logged as well. Educational and protective consequences will be in place to teach behaviour or manage the risk of harm.

If the behaviour still does not change, then it will be referred to the Deputy Headteacher or Headteacher. A Risk Management Plan and Therapeutic Tree will be set up with the child, parents and class teacher.

Lastly, if the behaviour still does not improve then it will be referred to the Head Teacher. The Head Teacher will meet with the pupil`s parents or carers through a formal conference.

Anti-Social Behaviour	
Difficult Behaviour	**Dangerous Behaviour**
- leaving their desk/workstation or the carpet without permission - refusing to complete the work set - choosing to do another activity than the one the class are doing (reading/drawing on - whiteboard etc) - calling out/talking to a friend - not following to instructions	- Leaving the school building - Leaving the premises - Spitting (directly at another) - Pushing aggressively - Scratching - Pinching - Hair pulling - Hitting

• playing/fiddling with equipment in a way which is detriment to others.	• Kicking • Fighting • Biting • Punching • Throwing furniture • Physical or verbal bullying

Difficult Behaviour	
1st intervention	**Verbal/nonverbal Reminder.** A reminder which focuses on prosocial expectations and does not draw attention to antisocial behaviour. Praising of pupils, rewarding via Class Dojo points.
2nd intervention	**Verbal Intervention** *(Positive Phrasing/Limited Choice/De-escalation)* 1. An explanation which is clear and explains concisely the behaviour that the child is exhibiting that needs improving. 2. A reminder of the initial instruction and the actions the child needs to take to improve their behaviour. 3. Check to see if the positive consequences are understood and if there is anything else which allows the pupil to continue with their learning. (See Appendix for example interventions)
3rd intervention	**Timeout** If necessary, a pupil will be offered the opportunity to leave the learning environment. This will provide an opportunity for the child
RESTORATIVE DEBRIEF	

High impact dangerous behaviours:

For more serious incidences of behaviour, a faster response may be necessary. In these cases, there may not be need action beyond the stepped approach already referenced. Instead, Senior leaders may undertake the consequences below:

Intervention	For high impact dangerous behaviour intervention must first be in place by the adult who first witnesses the behaviour or to whom the behaviour is first reported. The intervention toolkit will be used to assist all adults to deal with behaviour appropriately. For all instances of dangerous behaviour all members of SLT will be informed On the first instance of dangerous behaviour in a half-term, restorative actions will be taken by a member of SLT. 1. In cases of serious misbehaviour, the Head Teacher may decide to give internal or external suspensions. 2. In some instances protective consequences may be taken.

7. Support for pupils
Pupils may find regulation of their behaviour difficult for a variety of reasons and not all of these will be because of an underlying Special Educational Need. We expect all students to meet our expectations of behaviour in our school but recognise that some students will need more support to achieve them. When required, and as early as possible, we will work closely with students, their families, and specialists to create individual plans that address student's challenges providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every student feel included and supported
in their learning environment.

8. Student Voice
Our school values the importance of student voice in shaping a positive and inclusive school environment. We believe that involving students in discussions about behaviour expectations and school policies not only empowers them but also fosters a sense of
ownership and responsibility. Students are encouraged to share their perspectives and feedback through regular surveys, focus

groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging students in this way helps ensure that they feel heard and respected and contributes to
a more collaborative and effective approach to behaviour management.

9. Recording and Monitoring
Our school carefully keeps track of student behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results. These records are reviewed regularly by staff to spot patterns, monitor progress, and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to students. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

10. Parental Involvement
Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.

Roles and Responsibilities
- Communication: We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.
- Partnership: We work closely with parents to discuss their child's behaviour, set goals, and create behaviour plans.
- Support at Home: We provide resources where necessary to help parents reinforce behaviour expectations and address any
   issues at home.

Engagement Strategies
- Parent Meetings: We hold regular meetings to talk about student behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.
- Workshops and Resources: We offer workshops and materials to help parents understand and support our behaviour policies.
- Feedback and Surveys: We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet
   their needs.

Support for Parents
- Open Door Policy: Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
- Individualised Support: We work with parents to create personalised plans for students with specific behavioural needs.

Commitment to Collaboration
We are dedicated to working with parents to support student behaviour and development, creating a supportive environment that
helps students succeed both academically and socially.

11. Staff training and Knowledge Overview
Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support student behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive learning environment.

Training and Professional Development
- Regular Training: Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.
- Specialised Workshops: We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting students with additional behavioural

needs, and implementing restorative practices.
- Collaborative Learning: Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

Knowledge and Expertise
- Understanding Behaviour: Staff are trained in understanding child development and the underlying causes of behavioural
issues. This knowledge helps them to address behaviour in a supportive and informed manner.
- Communication Skills: We focus on developing strong communication skills, enabling staff to interact with students in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

Ongoing Support and Resources
- Access to Resources: Staff have access to a range of resources and materials to support behaviour management, including
guidelines, toolkits, and professional literature.
- Mentoring and Coaching: New and experienced staff receive mentoring and coaching to continually refine their behaviour
management skills. This support includes regular feedback and personalised guidance.

Evaluation and Improvement
- Feedback Mechanisms: We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.
- Continuous Improvement: Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

Commitment to Excellence
We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support student success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and
respectful school environment.

12. Suspensions and Exclusions Purpose
Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all students and maintain a positive learning environment.

Suspensions
A suspension is a temporary removal of a student from school for a specified period. This action may be taken for serious misbehaviour that disrupts the learning environment or endangers the safety of others. During a suspension, students are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.

Exclusions
An exclusion is a more permanent removal of a student from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a student is made by the school leadership in consultation with the student's parents or guardians, and any relevant support services.

Process
- Investigation: Before any suspension or exclusion, a thorough investigation is conducted to understand the situation and
ensure that all facts are considered.
- Notification: Parents or guardians are informed of the decision, the reasons for it, and the duration of the suspension or exclusion. A written notice will be provided.
- Support and Reintegration: For suspensions, a reintegration plan is developed to support the student's return to school. This may include a meeting with the student, their family, and relevant staff to discuss strategies for improving behaviour and ensuring a smooth transition back to the school environment.

Appeal Process
Parents or guardians have the right to appeal a suspension or exclusion decision. Appeals should be submitted

in writing to the school's appeal committee within a specified timeframe. The committee will review the case and provide a final decision.

Commitment to Support

Our school remains committed to working with students and their families to address behavioural issues effectively and supportively. We aim to provide a safe and positive learning environment while ensuring that all students have the opportunity to succeed.

13.Use of Reasonable Force

In our school, the use of reasonable force is a measure of last resort and is only employed when absolutely necessary to ensure the safety and well-being of students and staff. Reasonable force may be used to prevent a student from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All incidents involving the use of force are recorded and reported to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.

14. Rights to Search and Confiscate

In accordance with UK law, our school reserves the right to search students and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search students' possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to students or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of students are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community

15.Equality and Inclusion

Our behaviour policy is designed to be fair and inclusive, ensuring that no student is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our student body, promoting **cultural sensitivity**. Additionally, the policy is written in **clear and accessible language**, making it easy for all stakeholders to understand and engage with.