

| St Chad's C of E Primary and Nursery School Policy | |
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| Title of Policy: | Behaviour Policy |
| Date Policy adopted: | September 2025 |
| Written by/Author: (Job Title and name) | Fiona Davis, Clare Hunter Headteacher/SENCO/ Families Worker |
| Review Cycle: | Every 2 years |
| Review Date: | September 2027 |

For surely, I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. Jeremiah 29:11

Vision and Values at St Chad's CE Primary and Nursery School

Our Christian Values are at the heart of our school and create a loving environment that promotes the care and nurture of the whole community. Our school vision is at the core of this policy: *With God's guidance and love for us, we provide a Christian family ethos, where everyone matters and all are encouraged to reach their full potential. In a welcoming, inclusive and nurturing environment, we lead everyone to a future with hope.*

Our core values underpin this policy and are reflected in all our work and relationships in school: Truthfulness, Hope, Thankfulness, Forgiveness, Courage, and Justice. These values support our pupils and underpin our approach to behaviour management.

Our School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

At our School we:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments.

Objectives of this policy:

- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.

- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

"Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty." (Dix, 2017)

Everyone at St Chad's CE School is dedicated to:

- ✓ Developing the highest standards of learning and teaching
- ✓ Enabling every pupil to achieve their full potential
- ✓ Enabling every pupil to become a responsible member of society

Expectations of staff:

- Have a calm, consistent use of language and scripts
- Provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- Take collective responsibility for the behaviour of all children within the school community

Expectations of All Parents/ Carers

- Support the rules and school behaviour policy.
- Take an interest in the children's work and celebrate their achievements.
- Encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- Ensure that children arrive in school on time.
- Dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- Support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- Work hard and to allow others to do the same
- Treat everyone with respect and to show consideration for the needs of others
- Listen to instructions and do what they are asked to do the first time that they are asked
- Take care of property and the environment in and out of school
- Be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously.

All staff, every day will:

- Meet and greet or acknowledge pupils' arrival.
- Model positive behaviour and build relationships.
- Never ignore or walk past learners who are failing to meet expectations.

Senior leaders will:

- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Be a visible presence around the school
- Support teachers in managing children with more complex or challenging behaviours

School Rules

The school has 3 simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

Be Ready: Children are supported to be ready to learn and behave at all times.

Be Respectful: Children are supported to show respect to themselves and others at all times.

Be Safe: Children are supported to keep themselves and others safe at all times.

***Ready, respectful, safe:**

Be safe...

Our school is a safe place to learn - if we choose to be safe!

- I behave in a safe way at all times and try my best to keep myself and others safe
- I always consider if my actions are safe or if they could lead to myself or others being harmed
- I report or speak to an adult if I don't feel safe or if I feel anyone else is not safe
- I follow my teachers' instructions and guidance that keeps us safe at all time

Be ready...

School is a place where we learn. We need to choose to be ready to learn, be ready to make mistakes and arrive with a 'can do' attitude - knowing if we can't do 'it'... we can't do 'it' YET and we will soon if we work hard.

- I am ready to arrive at school positively, and show excellent behaviour at all times
- I am ready with an excellent attitude to learning
- I am ready to do my best and learn from my mistakes
- I am ready to walk quietly and calmly around school
- I am ready to confidently answer questions in lessons and Collective Worship
- I am ready at the end of break and lunchtimes to begin my lessons

Be respectful... (being considerate of others and thinking about how you affect a situation)

Respect is earned but we understand that we can give it for free.

- I treat all members of my St Chad's CE family with respect and kindness at all times
- I speak to people in a kind and respectful way
- I use good manners and I am polite
- I am respectful to myself and celebrate my strengths
- I respect the school and classroom environments and equipment

Praise

Praise is a fundamental aspect of our school culture. There is an attitude of positive praise and encouragement in all classrooms and areas around school.

Recognising over and above:

- Personal praise for individuals or groups
- School House awards
- Above and Beyond displays around school
- Headteacher Award
- Phone call home
- Work or behaviour celebrated in worship

Recognition and Rewards

We wish to encourage pride in the children but realise that this needs to be modelled and nurtured before it is intrinsic. At our School we recognise and reward learners who go 'over and above' our standards.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

It is not what you give but the way that you give it that counts.

- Immediate verbal feedback to recognise and reinforce positive behaviour.
- Housepoint awards, badges and certificates
- Class teacher notes or stickers given to reward good behaviour.
- Staff recommendations for headteacher awards.
- At the end of every term, the house with the most points receive a reward.
- Celebration Worship is held weekly. Teachers will choose children to receive certificates and headteacher will give out any awards given for 'above and beyond'. Children will be featured on the newsletter.
- Head Teacher stickers for children's work.
- Privilege Cards are given half termly and receiving children have afternoon tea with the headteacher
- Green House points

House Points:

Our main school reward is our house points system. House points are given to a child not merely for doing what is expected of them or for following school rules as this should be the norm. House points are given to children who do something exceptional in line with our school core values or within their academic work. House points never taken away but collated and celebrated in Friday collective worship with a House Award Pin Badge:

50 Bronze award.
100 Silver award
200 Gold award
300 Platinum award
400 Diamond award
500 Rainbow award

We use Behaviour Trackit Lights to record house points. To achieve recognition the child is awarded a point on their account. When awarding the house point the member of staff should reinforce the good behaviour e.g. 'You can have a house as you have put particular effort into your writing today.' All teachers have access to their own class online house point system but any member of staff can award house points. Once awarded a house point, it should never be deducted.

Points can be awarded for:

Be safe (1)
Be ready (1)
Be Respectful (1)
Above and Beyond (2)
Bronze stamper (1)
Silver stamper (2)
Gold stamper (3)

The points must not be used to create a divide between children. They must be used uniformly to recognise the effort the class have put into their learning behaviours. The whole school needs to have the same house point categories. Children may be awarded 1, 2 or 3 points. In books, these are represented by bronze, silver and gold stampers.

House Points

Working within whole school houses, children can also receive House Points. These are collected each week by the House captains and are shared in the weekly Friday Celebration Worship. At the end of each term, the winning house is announced and receives a reward. Children also take part in house challenges and charity work under the guidance of their house captains. House points and houses are collected using our online Behaviour Trackit lights system.

Assembly Certificates

Every week, the teachers will choose children to receive certificates in assembly. These children will have demonstrated going 'over and above'. The head teacher may also give out certificates for other achievements during achievement assembly.

Class rewards

In addition to the whole school rewards, teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class e.g. raffle tickets, marble jars, golden time, treasure chests, medal charts etc. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day-to-day basis. However, they must not replace the whole school behaviour rewards such as the house points and certificates.

Support beyond the classroom:

- Individualised behaviour programmes including external behaviour support.
- Engagement with parents
- Shared responsibility for movement around the school
- ELSA, Next Steps, MYST, CAMHs,
- Happy Lunchtimes scheme (see separate information sheet)

Alternatives to exclusion:

- Engage with families.
- Engage families in positive parenting courses such as 1,2,3 Magic.
- Implement individual programmes.
- Nurture programme.
- Outreach behaviour support
- Emotional wellbeing and mental health support
- Behaviour support programme

Behaviour Procedures:

At St Chad's CE School learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff will use the steps in behaviour for dealing with poor conduct:

| Step | Actions |
|--------------------|---|
| Redirection | Gentle encouragement, a 'nudge' in the right direction, praise those who displaying the correct behaviour. |
| Reminder | A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The learner has the choice to do the right thing. |
| Caution | a clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of previous good conduct to prove they can make the right choices (30 second scripted intervention). |
| Last chance | Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind for 2 minutes. |
| Time In | This is when a pupil may need to regulate, they sit in a different space in the classroom. |

| | |
|---------------------------|---|
| Time Out | Give the learner a chance to reflect away from others. Speak to them privately and give them a final opportunity to engage. Offer a positive choice to do so. Short time out in another classroom/with SLT or Families Worker. |
| Repair and restore | A restorative conversation needs to take place between the child and their teacher at the earliest opportunity. A member of the SLT can help facilitate this if necessary. Once the child is calm and focussed you can lead them through the following restorative script. This can be done informally during a 'chat' in the playground if necessary. CPOMS record needed. |
| Serious Breach | The learner's behaviour will be recorded on CPOMS and SLT will intervene and speak to them if appropriate. A conversation on the telephone or in person with a parent will also take place. |

In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed (short and long term) exclusion.

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Notes for Application of Sanctions:

- 1) Staff have to record any significant incidents on the Trackit lights behaviour system as a red this will link to CPOMS and alert SLT. Staff should also talk to SLT about any serious concerns.
- 2) Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached about poor behaviour this should be done tactfully and where possible in private.
- 3) Staff are to record low level behaviour on Trackit lights so that triggers and patterns can be identified
- 4) Staff must keep children in themselves for "reflection time."
- 5) No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour.

Adult Approaches

Adults in the school will not shout- nothing is gained by being verbally aggressive or modeling a lack of control – reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a consequence if needed. After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).

- Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible'). We describe the behaviour and the impact and the impact on the child and others: "You called x ... and that made x feel very angry/upset. We don't call people names at St Chad's. You will need to miss some of your play whilst...."

- Teaching staff will start lessons promptly and punctually – empty time leads to misbehavior.

- Have resources ready and organized for lessons

Adults will insist on children answering you politely e.g. "Yes Miss XXX".

- If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.

- Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour.

- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times.

- Adults will use 'we' when talking about expectations: 'At St Chad's, we do not throw pencils'

- Adults will follow through on 'if' and 'then' statements made but NEVER make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.

- Adults will ensure they arrive to collect pupils from playtime on or before the end of play – arriving afterwards leads to unattended lines of children.

- All teachers must teach behaviour explicitly.

Extreme Behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances (ACEs). We recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

We need to ensure we all build meaningful relationships with each individual child and it may be appropriate to organise a specific staff member to be a key person. (ELSA).

We work in a trauma informed way to support children with ACEs. We recognise the impact of trauma on behaviour and that at times children are overwhelmed or triggered. We use our trackits system to identify possible triggers. Staff know to respond calmly and consistently allowing children time to be ready to talk. We are aware of the importance of establishing an environment and responses which do not re-traumatise children. We use PACE and reflective conversations to support children to understand the impact of their behaviour as well as planning for better choices in future. Children who have ACEs still need clear boundaries and an understanding of natural consequences of their choices.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only.

Serious Breaches:

Serious breaches include (but are not exclusive to):

physical assault,
deliberate damage to property,
stealing,
leaving the premises without permission,
verbal abuse,
racist/homophobic abuse,
defiant refusal and disruptive behaviour in class that interrupts teaching and learning.

In our School, this type of behaviour is rare and will be dealt with by the Head Teacher, Deputy Head or SLT alongside the class teacher.

Sanctions will be proportionate to the action and may include:

- Time out in the Head and Deputy's office
- Missed playtime or playtimes
- Restorative work with a member of SLT
- Letter or telephone call home from the SLT
- A meeting with parents
- Internal exclusion
- A suspension
- In very rare cases and as a last resort – a permanent exclusion

The school will record all significant and/or serious behaviour incidents on using Trackit lights which will link into CPOMS.

Behaviour Contracts

For children who continue to fail to follow the school rules, a behaviour contract is implemented. The intention of the behaviour contract is to support children who's behaviour is potentially leading to a suspension or permanent exclusion. The behaviour contract sets out clear expectations for a child's behaviour and the consequences of not meeting these expectations. Sanctions are discussed and agreed upon with parents / carers. This contract is explained and communicated to parents and child in a formal meeting. Both the child and parents will be expected to sign this contract once they agree to the expectations and consequences.

Behaviour Scripts:

When we see unwanted behaviour, it must be challenged, not ignored. The 30 second script is a powerful intervention.

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The scripted intervention - the 30 second script... allows the behaviour to be addressed within a set timeframe and not detract from the learning. All staff carry a guide to micro scripts on their lanyard. Micro scripts can be developed by the teacher to suit circumstance but adhere to these basic examples:

1. I noticed you are...
2. I need to see you...
3. I expect...
4. I know you will...
5. I have heard what you said, now you must...
6. We will...
7. You are choosing to/you have chosen to...
8. It was the rule about...that you broke.
9. Do you remember when...
10. Thank you for...

The time-out:

- The learner is asked to speak to the teacher away from others.
- Boundaries are reset.
- Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions.

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restorative conversations/follow up:

Restorative conversations at School are a core part of repairing damage to trust between staff and learners.

These conversations are structured in 6 steps:

What's happened?
What was each party thinking?
Who feels harmed and why?
What have each party thought since?
What behaviours will each of us show next time?
Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Reparation meetings. Senior leaders will support when requested.

I am calm and ready to talk > What has happened? > What happened before? > What needs to happen to put things right? > How has my behaviour affected others? > How do you feel?

Agreed Targets:

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At our School we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult or with adult permission.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day.

They need to make sure accidents are recorded and that behaviour is dealt with appropriately.

Children can be asked to stay with an adult for time out.

Children should never be sent in on their own- either to missed play or to see SLT.

The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the yard under any circumstances until all classes have been collected.

If you know you are unable to do this duty, please ensure you have a replacement.

This involves the supervision of football or other ball games which children play on a rota.

Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Lunchtime Rules

We follow the Happy Lunchtimes scheme at our school and this links directly with our whole school behaviour policy. The rules remain the same but have specific applications at lunchtime.

See Happy Lunchtimes document for more information.

Trackit lights

The Trackit lights system is used to record significant or repetitive behaviour incidents. This includes where children have been sent out of the classroom for 'time out' periods. It is the role of the safeguarding team and Deputy Head to monitor these records with a purpose of identifying trends and patterns in behaviour for individual children, classes and year groups.

In Friday's Celebration Worship there will be a reflection on the successes of the week including where classes have been green all week or worked hard to improve the amount of orange/yellow behaviour.

Consistency in Practice:

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Calm, tidy, setting high expectations.

Signed: F Davis and C Hunter

Date: 29/09/2025

Review Cycle: 2 Years

Behaviour Contract Parent Meeting

Child:..... Staff Lead

Contact:.....

At St Chad's CE Primary and Nursery School we want all children to achieve a future with hope. To support this we have three clear rules: Be Ready, Be Respectful , Be Safe.

We would like to work together with, you as parents and as a school to ensure Is engaging in school life so that he/she is getting the most out of his/her time at St Chad's CE Primary and Nursery School and so that others are too. Currently your child is consistently not following our school rules and therefore is at risk of exclusion. To help to prevent this from happening, we ask that you as a parent agree to the following expectations for your child:

I agree that my child will:

- Be on time for school and lessons (Be Ready)
- Wear full school uniform and be smart everyday (Be Ready)
- Speak calmly and respectfully using appropriate language and tone of voice to both children and staff inside and outside of the classroom environment (Be Respectful)
- Solve problems using kind words without aggression (Be Respectful)
- Stay in class during lessons and remain on timetable (Be Safe)
- Follow instructions from all adults at all times (Be Safe)

From today, as a school we will have zero tolerance if these simple expectations are not followed by your child. Some of the sanctions we will employ (dependent on the situation) will include: Class

Teacher / SLT / Headteacher

- Reflecting on their behaviour with a member of staff during breaks, lunch time or after school
- Asking your child to stay with an adult during breaks and lunch times or after school to complete unfinished work or anything that was refused by your child during the school day
- Asking you as a parent to come into school to complete the work / task that has been refused
- Lunchtime and/or break time fixed term exclusions
- A fixed term exclusion
- A permanent exclusion

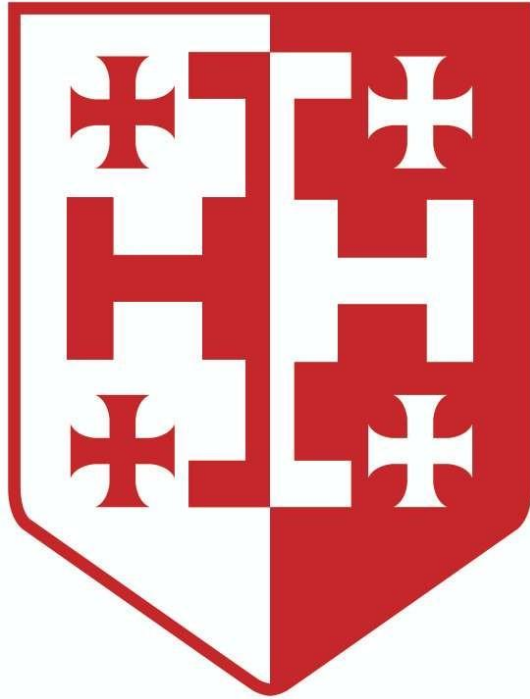
I agree to supporting school in implement all of the above to support with the improvement of my child's behaviour:

Signed by parent: Signed by

Child:.....

Signed by school: Date:

.....

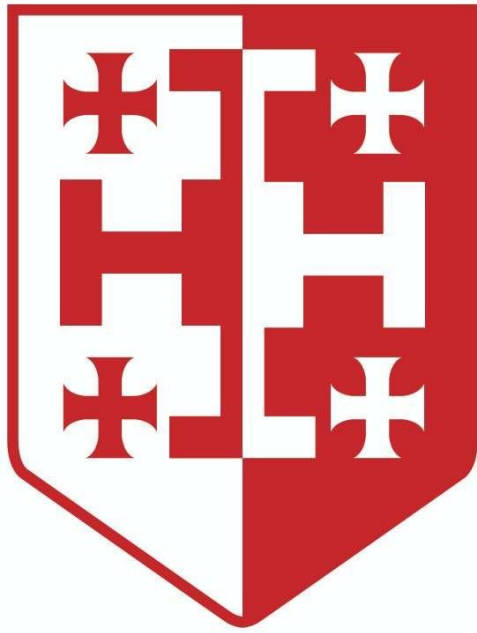


Our School Rules

Be Ready

Be Respectful

Be Safe



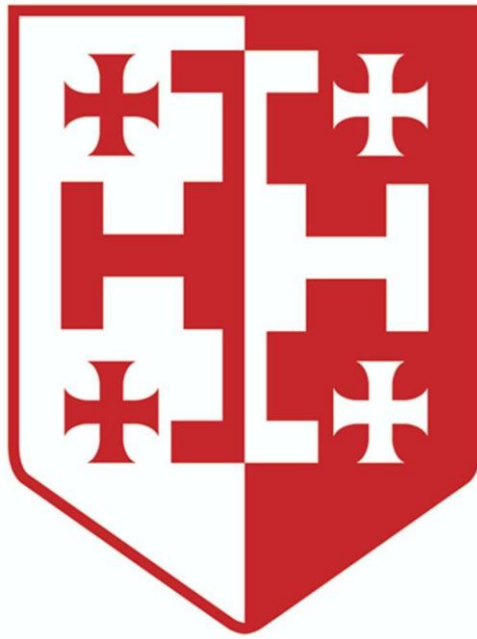
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I am ready to do my best and learn from my mistakes

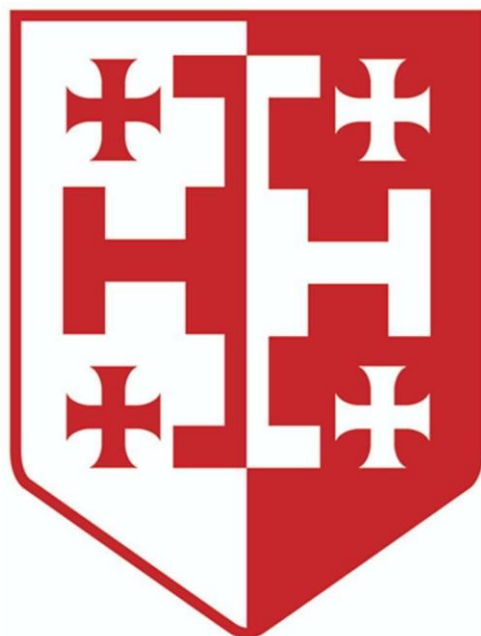
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Be Respectful

- I treat all members of my St Chad's CE family with respect and kindness at all times
- I speak to people in a kind and respectful way
 - I use good manners and I am polite
- I am respectful to myself and celebrate my strengths

I respect the school and classroom environments and equipment



Be Safe

- I behave in a safe way at all times and try my best to keep myself and others safe
- I always consider if my actions are safe or if they could lead to myself or others being harmed
- I report or speak to an adult if I don't feel safe or if I feel anyone else is not safe
- I follow my teachers' instructions and guidance that keeps us safe at all times

