



Behaviour and Discipline Policy

Rationale

We believe the best interests of a child must be our top priority (UNCRC Article# 3). An effective and caring school community nurtures positive relationships in order to achieve its aims. Our trauma informed approach ensures staff take the life experiences of children into account when supporting them in school. **All staff** help pupils learn the knowledge, skills and behaviours which will help them to achieve their full potential. This involves all pupils and adults being able to treat each other with mutual respect. Effective behaviour management mainly comprises of positive strategies. It is crucial though that all pupils know at all times the consequences of their actions for themselves and the impact they have on others.

Principles

Chesterton Primary aims to promote positive attitudes to learning and life. To achieve these aims it is necessary to encourage pupils to develop a clear understanding of their rights and responsibilities as members of the school and wider community. Every effort should be made to praise pupils as often as possible using specific language so pupils understand what praise is being given for.

This policy should be read in conjunction with the Anti-Bullying Policy, Online-safety Policy, Safeguarding Policy and the Positive Handling Policy.

Practice

- The Behaviour and discipline policy is reviewed regularly and discussed with the whole staff.
- All teaching and non-teaching staff will be consistent in the use of the behaviour and discipline policy.
- The behaviour and discipline strategies are regularly discussed with all pupils and are reinforced through PSHCE lessons, UNCRC Rights Respecting work, assemblies, individual behaviour plan targets and class discussions.
- Pupils have input and involvement through School Council and where appropriate, through the setting of their own behaviour targets.

“We have a behaviour policy at school to help keep everyone safe and to ensure we respect each other.”
Year 4 pupil

School Behaviour Charter

See appendix 1

Good Behaviour

To encourage good behaviour all staff adopts the following approaches:

- Model good behaviour and encourage every pupil
- Use positive language (linked to the school and class charter where possible)
- Always speak calmly and with respect
- Be clear and consistent with the approach for all pupils
- Notice and praise positive behaviour and reward it
- Work in partnership with parents and carers

Rewards for good behaviour

There are many positive rewards for good behaviour. This may be as an individual, group or whole class.

- Each class may have their own positive incentives system which is shared with the children at the beginning of the year at their own discretion.

- Whole school rewards include:
 - **House Points** – children in each class from years 1-6 are allocated to a house team. Pupils can earn house points from any member of staff during class, break times, lunchtimes, and assemblies. A team reward is given at the end of each half term.
 - **Green Stickers** – if a pupil has remained on green (or above) all week on the behaviour system, they are rewarded with a green sticker.
 - **Above Green Stickers** - if a pupil has repeatedly gone above expectations throughout the week, they can receive an 'I've been above green!' sticker.
 - **'Good Work'** certificates, 2 nominated pupils from each class (teachers to complete certificates the evening before the assembly and give to phase leaders).
 - **'Class of the Week'** certificate & trophy (nominated class to be written in the book stored in the Head of School's office).
 - **Attendance of the Week'** certificate & trophy given in rewards assembly each week.
 - **Attendance Trip** – the class with the highest attendance for the term is awarded with a class trip
 - **Attendance rewards** – pupils with significantly improved attendance will receive a certificate at the end of each half term. Pupils with 100% attendance will also received half termly prizes such as Chesterton pencils, bracelets, notebooks.
 - **Values certificate** nominated to children who demonstrate any of the school values (teachers to complete certificates by the end of Wednesday, given to the Head of School).
 - **Postcards** of school values
 - **Tea with the Head of School**

Guidelines for classroom practice and a whole school approach to behaviour management

- At the beginning of the year, each class agree their class charter. These are positive statements linked to specific UNCRC articles. The charter must be displayed in the class. The charter needs to be reinforced at the beginning of each half term. This is shared with parents/carers.
- Each classroom displays the same behaviour system. Each child's name is displayed on the green starting point. There is also a cloud, star or similar that pupils can achieve for exemplarily behaviour.
- Where necessary children with behavioural difficulties will have an individual programme for behaviour put in place. Individual targets are set by the class teacher and the child, in conjunction with the Deputy Head, the Learning Mentors, parents/carers and any other member of staff or outside agencies that may be involved. Individual programs may take any of the following forms; behaviour learning contracts (targets in child friendly language), behaviour pyramids, positive behaviour plans and behaviour charts. All programs are collected and stored in the class SEN file to monitor progress.
- When children exhibit frequently challenging behaviour, these are recorded on cpoms, identifying typical trigger points and behaviours.
- Classroom behaviours are monitored using behaviour folders or books (Early Years) stored in classrooms. These folders and books are regularly monitored by phase leaders and senior leaders, and help to identify possible triggers and as a consequence appropriate strategy can be put in place. For pupils who are regularly display challenging behaviour, this will be recorded on cpoms. Weekly phase meetings are also used to discuss any new or ongoing issues regarding classroom or playtime behaviours.
- **All members of staff** must take responsibility for the positive behaviour of all pupils and must model consistent expectations at all times.

Reminders for staff

Pupils **MUST NOT** be sent out of class unless they are accompanied by an adult. If there is no adult in the class then class teachers should use their red card to gain support from a member of SLT. If a pupil is persistently causing concern then advice should be sought from the SENCo, phase leader and / or DHT and targets/

provision map written. These will be completed with outside professional advice where appropriate and in conjunction with parents/carers.

Restorative Conversations and Repair

As a trauma informed school, we understand the importance for children to have the opportunity to repair relationships after rupture. This includes repairing relationships between peers, but also between pupils and staff. Our teams have been trained in restorative approaches and work with individuals and small groups to solve problems and repair relationships so that children are regulated and can excel in their learning. These approaches provide opportunities for pupils develop their social, emotional and communication skills to aid in preventing future ruptures.

Restorative conversation script:

1. What happened? How were you feeling?
2. What has the impact been on those involved? (i.e. who has been affected and in what ways they have been affected?)
3. What needs to happen to put things right or to make things better in the future?

These approaches are mainly used by our learning mentors in our SEMH provision 'The Nest', but are also used by staff throughout the day in classrooms and outdoor spaces. Using these strategies allow for pupils to de-escalate situations and behaviours before, enable pupils to return to learning.

Actions of Apology

We know that saying 'I'm sorry' after rupture doesn't always work. Children will want to make amends for their actions, but word may not always be the way they do this. Giving pupils the opportunity to *show* they have reflected on their choices and allowing them to repair relationships in their own way gives them ownership and can often be more powerful than being forced to 'say I'm sorry'.

Individual conversations using restorative practise should be used to discuss the impact of the actions and the emotions felt during the incident from all involved. Adults should support and guide pupils forward by collaborating on a plan to repair the relationship(s). It is important that the child does not feel coerced to make an apology or to complete an action of apology. Time and space are often required and are dependent on the seriousness of the incident.

Here are some ways that a child may make an apology through actions:

- clean up any messes that they have created
- complete a school job
- help with gardening
- write a letter or poem
- draw a picture or card
- create a list of things you appreciate about the other person

Dealing with inappropriate behaviour

- Please follow the following steps when dealing with **all** inappropriate behaviour. It is important that each step is followed by all adults so the children have consistency and are clear of sanctions:
 1. Two clear reminders are given to a pupil if behaviour is inappropriate, the pupils name must be moved to the appropriate colour on the coloured behaviour system, giving clear explanation to the pupil for the reason.

2. On the third reminder the pupil is given a reflection in class, explaining the reason and moving their name to the 'reflection' colour on the system. The length of time for a reflection relates to the pupil's age/need. Each class must have a designated reflection area. A calm box is also available to children in the reflection area. A reflection sheet must be completed by the child and adult during a reflection time (stored in the class 'Behaviour folder'). Parents/carers must be informed on the day by the teacher for the reason(s) for the reflection.
3. If a pupil behaves inappropriately after a reflection in class, within the same session, they are to be sent out of class (to the designated class) for the rest of the session (please send appropriate work with them). If a child is completing a reflection out a class, they are to complete a purple reflection sheet with the phase leader/SLT. Parents/carers must be informed on the day by the teacher for the reason(s) for the reflection and the seriousness of being sent out of class, sharing the opportunities given to return to green.
 - Early Years & Key Stage 1 designated room is N (JS), if Miss Savory is absent pupils go to RS (JS)
 - Middle phase designated class is 3M (FM), if Mrs Martin is absent pupils go to 4F (GF).
 - Upper phase designated class is 4F (GF), if Miss French is absent, year 6F (MF).
4. At any opportunity within the session, pupils must be given the opportunity to start again at point 1.
5. If a pupil has received more than 3 reflections within a week, class teacher **is required** to formally meet with parents/carers to address the behaviour and discuss next steps eg: behaviour support plan, SEMH provision, etc. This is crucial to early identification and ensuring that reasonable adjustments are put in place where appropriate to help the child be successful.

Detention

During a detention, pupils will be guided through a conversation with a DHT to reflect on their choices, the impact these had on the pupil and others, as well as what can be done to repair and restore relationships.

- If a member of staff believes a detention is warranted, this must be discussed and agreed with a member of SLT before the pupil is told.
- It is the person who gives the detentions responsibility to contact parents if a lunchtime detention is given, explaining clearly the steps that were taken before to de-escalated and support the pupil before getting to this point.
- The incident must be recorded on cpoms, selecting the 'detention' category, to help staff identify trigger points and patterns.
- Detentions will be held at lunchtime and will be supervised by a DHT.
- Conversations by the class teacher with parents/carers after a detention **must** take place and be recorded on cpoms to ensure communication is consistent and all parties working with that child know and understand what is in place to support pupils.
- Following on from conversations with families, a letter will be sent home via Arbor about the incident.

Reasons for giving a lunchtime detention:

- Leaving a lesson without permission, including PE
- Racial, homophobic, transphobic comments
- Refusal to follow instructions from any adults if steps in the behaviour policy are not followed
- Swearing at an adult or another child
- Physical aggression at lunchtimes or playtimes (pushing, slapping, hitting, fighting, kicking, barging, etc)
- Seeking to involve others in inappropriate behaviours

Multiple detentions

Should a child receive 3 detentions within a half-term, the class teacher and phase leader are **required** to hold a formal meeting to discuss the incidents with parents/carers to unpick the behaviours and create a behaviour plan to support the pupil to be successful moving forward if necessary. It is important at this point for children and families to understand that a graduated approach to consequences will be taken to

ensure the pupil understands the impact of their actions on themselves and others, but to also ensure other pupils and staff are safe and treated with respect.

For example, should a child receive their third detention for unsafe behaviours on the playground (which may include, but not inclusive to verbal abuse, physical abuse/fighting, threatening/intimidation) they will have a more severe consequence moving forward, such as being removed from the playground for a whole week. The consequences will be agreed with a member of the senior leadership team.

Internal Exclusion

If a child displays one of the below behaviours, an immediate internal exclusion will be given. This means immediate removal from class where the child will continue their learning in a designated space for the period of the internal exclusion. Children will spend the rest of the morning or afternoon in internal exclusion and where appropriate, the following day also.

Behaviours that warrant an internal exclusion are as follows:

- Severe physical aggression (towards people or property)
- Spitting or biting
- Running out of a lesson and refusing to return, including PE
- Refusal to follow instructions for a sustained period

If it has been decided by the senior leadership team that an internal exclusion will be given, then

- The incident must be recorded on cpoms, selecting the 'internal exclusion' category, to help staff identify trigger points and patterns.
- Conversations by the class teacher (and phase leader or member of SLT where appropriate) with parents/carers after an internal exclusion **must** take place and be recorded on cpoms to ensure communication is consistent and all parties working with that child know and understand what is in place to support pupils.
- Following on from conversations with families, a letter will be sent home via Arbor about the incident.

Suspensions

- We follow the Department for Education guidelines when suspending or excluding a child. If a child is suspended then they should receive a letter detailing the suspension time scale, the reason for the suspension and a date for a reintegration meeting.
- Any child who is suspended for more than 5 days will be educated off site at the designated suspension school for a maximum of 10 days.
- Decisions about whether a pupil is to be temporarily or permanently suspended will be made by the Headteacher.
- Parents/carers must take responsibility for their child, if suspended, and ensure that they are not in a public place without good reason during school hours within the first five school days of any suspension. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).
- Parents/carers must also ensure that their child attends the suitable full-time education provided by the local academy committee or the local authority from the sixth day of suspension.
- Parents/carers are expected to attend a reintegration interview following any fixed-period suspension. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.
- Victoria Drive Primary Pupil Referral Unit will be notified if a pupil is at risk of suspension.
- The Educational Psychologist will also be notified to ensure appropriate support can be put in place.
- An Individual Behaviour Plan will need to be put in place. This will be created after taking advice from wider professionals (if involved), school staff working with the child, as well as parents/carers.

Additional support

- Children identified as having behavioural/ social/ emotional difficulties are referred to the SENCo and Deputy Head for Inclusion. Support will be available and referrals made to outside agencies where appropriate.
- The Deputy Head for Inclusion will monitor progress as a result of the intervention that has been put in place.
- The Learning Mentors will support individual pupils/ small groups in conjunction with the Educational Psychologist.

Afterschool Care/ Breakfast Club

- Staff on duty are responsible for pupils unless a situation arises which requires prompt action.
- All incidents of inappropriate behaviour should be communicated to the class teacher and parents/carers by the staff on duty.
 1. The pupil is given a reminder for inappropriate behaviour.
 2. The pupil is given another reminder for inappropriate behaviour.
 3. On the 3rd reminder the pupil is given reflection time (time appropriate to the age of the child).
 4. If the pupil continues to struggle with behaviour again after a reflection time then they will be sent to the member of SLT on duty to discuss their choices and the impact these have had on themselves and others.

If inappropriate behaviour continues then the following steps will be taken:

- Member of SLT will speak to parents and issue a verbal warning.
- This will be followed by a written warning.
- The pupil will be excluded from ASC for 1 day (exclusion in school).
- If negative behaviour continues then the child will be excluded for 1 week. Due to parents needing time to arrange child care the pupil will for the first week be put on report, they will then have 1 week exclusion from BC/ASC, followed by 1 more week on report.
- If inappropriate behaviour continues, they will not be allowed to return to ASC/BC for 1 term.
- Each term the slate will be wiped clean.

N.B. Should a safeguarding concern arise, the staff on duty must report this to the DSL/DDSL immediately and then record the incident on cpoms.

Tracking Behaviour

Behaviour is tracked using the class behaviour folders/ books, ABC charts and cpoms. This enables SLT to focus on what behaviours are 'typically' like.

Physical Intervention

Chesterton follows the DfE guidance (Use of Reasonable Force in Schools, February 2025). The Deputy Head for Inclusion is responsible for supporting staff in dealing with behaviour that may result in a physical intervention. Key members of staff have been identified in each Key Stage and trained in de-escalation strategies and holding techniques (Team Teach). Physical interventions will only be used in an emergency and as a last resort due to an individual's dangerous or unsafe behaviour. For pupils who are at risk of needing physical intervention, a risk assessment will be written; if it is known that a situation is likely to arise. In the instance of a new situation, a risk assessment will be written after the incident. At least 2 adults must be present when dealing with a physical intervention. The Deputy Head for Inclusion will ensure the care, welfare, safety and security of all those involved in a physical intervention situation. A model for action following an incident will be used to maintain or re-establish communication with the pupil involved. All adults involved in the physical intervention will be given the opportunity to recover from the incident and be offered supervision if appropriate. An incident report detailing the physical interventions used will be written directly after the incident and shared with the

parent or carer as soon as reasonable possible (this may be the next school day). For further information see our Positive Handling Policy.

Key members of staff trained in Team Teach:

- A. Green
- D. Smith
- W. Tremaine
- E. Kheir
- L. Mathias
- C. McCarthy

Allegations of Abuse

All allegations of abuse will be taken seriously and be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. The action will reflect the seriousness of the allegation and the Local Authority will be informed.

Parental Involvement

- All parents/ carers must sign a home-school agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance, which is done when a child joins Chesterton.
- For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.
- Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- Chesterton works closely with parents and carers to develop plans for pupils requiring additional behaviour support. This involves identifying early warning signs and triggers, then creating a preventative plan of de-escalation which will enable the young person to regulate and return to learning.
- Where a pupil has a high level of behaviour needs, the school will work with families to create safety strategies where the main goal is to reduce the severity and duration of any incident and keep the young person (and others) safe. It is important that families work along side the school to create and review these.

Pupil Roles of Responsibility

Some children within the school have the privilege of holding a role of responsibility across the school, such as eco/school councillor, house captain, or sporting representative for tournaments. Should a child be demonstrating behaviours that go against the school values or put themselves or others at risk (see above), these responsibilities will be revoked on a temporary or permanent basis depending on the severity of the behaviours. As a Gold UNICEF Rights Respecting School, pupils in these positions are expected to be role models for their peers and wider community and as such should be upholding the convention as well as the school values.

Outside of school

- Teachers have the power to discipline pupils for misbehaving outside of the school premises while participating in a school event.
- If a staff member witnesses non-criminal inappropriate behaviour and bullying which occurs off the school premises, sanctions will be applied in line with the above section (dealing with inappropriate behaviour). This will only happen on school premises or elsewhere when the pupil is under the lawful control of the staff member.
- Teachers may discipline for misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil to the school
- The following reasons will determine whether the school will get involved in misbehaviour outside of the school:
 - Incidents that could have repercussion for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

Sexual Violence and Harassment

Guidelines for dealing with these incidents are set out in the school safeguarding policy.

Use of electronic devices/mobile phones

Chesterton Primary School provides is a mobile phone free environment for pupils. Pupils are prohibited from having or using a phone/smart device with them during school hours or whilst on school activities should these fall outside of normal school hours. To support pupils in Year 6 who have the privilege of going home alone at the end of the school day, pupils are expected to hand in their device to a member of staff on the gate or main office when arriving to school each day.

Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty where this policy is breached, for instance where a mobile phone is used by a pupil or is heard ringing in a pupil's bag. The law protects staff from liability in any proceedings brought against them for any loss or damage to items that have been confiscated.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy. Any consequences given as a breach of this policy will be reflective of the seriousness of the incident and will be discussed with parents and carers. For further information, see online-safety policy.

Policy Sign off – Behaviour & Discipline

	Reviewer	Date	Approver	Date
Reviewer / approver	Whitney Tremaine	01/09/25	LAC	24.09.25
	Next Review			September 2026

School Charter

We are a rights respecting school and follow these rights to keep our school a safe and happy place:

- Our right to learn and go to school (UNCRC Article #28)
- Our right to become the best that we can be (UNCRC Article #29)
- Our right to be safe (UNCRC Article #19)

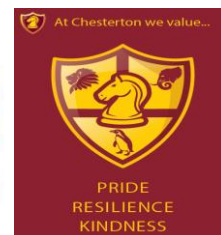
As rights holders, we will respect these rights by:

- Listening to each other and to adults
- Taking **pride** in our learning and always wearing the correct uniform
- Treating each other with respect
- Treating property with respect
- Walking quietly and sensibly around school
- Persisting in our learning and being **resilient**

Adults, as duty bearers, will respect these rights by:

- Teaching us and helping us to learn new things
- Praising and encouraging us
- Reminding us about how we should behave in school
- Listening to us on issues that matter to us

Our school charter supports our Chesterton values and the fundamental British Values.



Behaviour – Positive Language & Effective Questions

Instead of **don't run**:

- We walk to keep ourselves safe
- Walking feet please
- Please walk safely around the school
- We walk quietly and sensibly at Chesterton
- Remember to walk on the left-hand side
- You need to stay safe so please walk
- Smart walking please (EYs)
- Show me your walking feet (EYs)
 - ✓ How do we walk around the school?
 - ✓ Why is it safer to walk around the school?

Instead of **stop talking**:

- Show me good listening (& praise other good listeners)
- Let's listen
- Please listen respectfully
- Please listen so that you can enjoy your right to learn
- Please listen so that you know what to do
- You have the right to an education so please listen
- We listen to each other and adults at Chesterton
- We have the right to be listened to
- I love how enthusiastic we are but can we show other people respect and listen to their ideas
- We all have the right to be heard so put your hand up to have your turn
- Put your voices away (EYs)
 - ✓ How do we show good listening?

Instead of just saying **time out**

- Please take some time to calm down/ think about what you've done/ reflect on your actions
- Think about how your actions have affected xxx right to learn/ feel safe/ have an education
 - ✓ Why have you been asked to reflect?
 - ✓ Do you think you are showing good behaviour for learning?
 - ✓ What could you do to make it better?

Sharing (EYs)

- Kind hands
- We all have the right to use that toy
- What would be fair?
- Could we share it?
- How might they feel?

Criteria for handing for handing out house points:

- 1 house point for an isolated achievement (e.g. a one off act of KINDNESS, helpfulness, good work etc)
- 2 house points for a sustained achievement (e.g. sustained good behaviour, RESILIENCE, hard work on a project etc)

- 3 house points for a special achievement (e.g. something that goes above and beyond) represents the school with PRIDE.
- 5 to 10 house points can be awarded for exceptional achievements by the senior membership teams at special occasions

Name.....

Date

		Playtime		Lunch		Comments
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Targets:

Pupil:

Teacher :

SLT:

Parent/carer:

Restorative Conversations Record

Date of Meeting	Names of Children Involved	Classes	Members of Staff

What are the issues?

After discussing the issues, we have come up with and agreed to these rules:	
Rule 1:	Consequence:
Rule 2:	Consequence:
Rule 3:	Consequence:
Rule 4:	Consequence:
Rule 5:	Consequence:

Signed: _____
Child One

Signed: _____
Child Two

Signed: _____
Child Three

Signed: _____
Child Four

Member of Staff: _____

Date: _____