



# Chiltern Primary School

## Behaviour Policy

Last updated: September 2023

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## Statement of intent

Chiltern Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

This policy sets out the framework for behaviour management across the school. It is designed to manage behaviour effectively through positive praise and rewards and create a positive culture and ethos where inappropriate pupil behaviours are less likely to happen. Consistency across the school is essential and this is reflected in all areas of the behaviour policy.

In school, we want all our children to feel safe, happy and excited to come to school. We expect excellent behaviour and good manners from all of our pupils all of the time. By following this policy, we create a safe and stimulating environment in which the children can thrive.

Our children are expected to follow the school rules and are praised for doing so. Good behaviour is recognised and rewarded first and when the rules are not followed, the children have to be able to accept the consequences of their behaviour choices. Chiltern Primary aims to empower staff by ensuring that teachers have responsibility over managing behaviours. Staff are therefore able to manage behaviour consistently and positively, which helps our staff to build effective working relationships with all children. Staff are also responsible for recording behaviours as well as being part of professional discussions about individual needs of children.

Our behavioural policy is influenced by Paul Dix (Pivotal Education), writer of *When Adults Change Everything Changes*, where we ensure that we have first attention to best conduct as well as the use of scripted language.

At Chiltern Primary, we have high expectations of children's behaviour and we expect them to:

- Take care of themselves, take care of others and take care of the school
- Try their best in everything they do
- Have the highest standards of manners and courtesy
- Have respect for other people, children as well as adults, and their beliefs and values.
- Look after the school environment
- Take responsibility for their own behaviour and conduct

To work collaboratively, we as staff:

- Respond in a calm and consistent manner
- Give first attention to best conduct
- Adhere to the behaviour policy consistently
- Trust, listen, give a chance, encourage, praise, and respect every child and each other
- Are positive and understanding

- Are a positive role model
- Ensure the safety and wellbeing of both children and members of the community
- Help children to understand and manage their feelings and emotions
- Provide a fun enjoyable place to learn

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Special Educational Needs and Disability Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

All staff can access CPD relating to understanding and managing behaviour. All members of staff (apart from those medically exempt) are trained in TEAM TEACH and many staff have received training in de-escalation strategies from Jogo Behaviour Support.

## 1. 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
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

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
- Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils

## 2. Roles and responsibilities

The governing board has overall responsibility for:

- 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.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available 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 is 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 Behavioural Policy.

The SENDCo is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural 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 are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo 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.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Implementing the policy

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

- Implementing this policy.
- 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:
  - Headteacher
  - Assistant Headteachers
  - SENDCo
  - ELSA
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

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

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Being a good role model for their children and following the code of conduct.

### 3. Definitions

For the purposes of this policy, the school defines "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 includes, 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 legal or illegal drugs, alcohol or tobacco
- 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 destructive 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 defines “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:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

#### **4. Managing behaviour**

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

At Chiltern Primary, we have high expectations of behaviour and when this is not adhered to then we use a staged approach to managing and issuing consequences. This allows children to understand and recognise the process so that they can make the correct choice. This model is used consistently across the whole school so that both staff and children are aware of the consequence procedure.

Throughout this approach, we believe that teacher intervention and empowerment is vital before escalating. Where possible, staff members will de-escalate and avoid further stages of the approach by having the power to move, swap or distract children from the behaviour present. We also ensure that the certainty of the consequence is paramount in any given situation, not the size. Where possible, teachers will carry out this consequence as we feel this empowers the teacher as well as it building a positive relationship between the teacher and pupil.

Scripted language is used consistently across the school to script difficult interventions as well as managing daily behaviours around the school.

Common examples that staff use at Chiltern Primary are: **I've noticed that... Be that as it may ... You need to ... You know the school expectations are to look after yourself, look after others and look after the school. I expect you to...**

This creates a consistent approach to behaviour across the school and it allows the children to be fully aware of the high expectations that staff set for them.

### Staged Approach

|                                       |   |
|---------------------------------------|---|
| 1. Reminder                           | <ul style="list-style-type: none"> <li>• Discussion in <b>private</b> where possible – discuss which expectation not being followed.</li> <li>• Teacher discretion to move children in class to avoid further escalation / consequences.</li> </ul>   |
| 2. Reminder                           | <ul style="list-style-type: none"> <li>• Final warning of inappropriate behaviour / actions previously displayed or new behaviour.</li> </ul>   |
| 3. Reflection Time                    | <ul style="list-style-type: none"> <li>• If the child's behaviour continues, the child is quietly moved to the time out table within the classroom for 5 minutes.</li> <li>• An adult from the room will have a short restorative conversation before the child returns to the group.</li> </ul>  |
| 4. Time out in another class          | <ul style="list-style-type: none"> <li>• If the child's behaviour continues, the child is taken by the additional adult to another class. The adult will stay with the child in the alternate classroom however they will not engage and provide attention.</li> <li>• After ten minutes the adult walks the child back to the classroom engaging in a restorative conversation.</li> </ul>   |
| 5. Time out with ELSA                 | <ul style="list-style-type: none"> <li>• If the behaviour continues, the child is taken by the additional adult to the ELSA who will conduct a restorative review of the behaviours being exhibited.</li> </ul>   |
| 6. Phone call home from class teacher | <ul style="list-style-type: none"> <li>• If behaviour continues the <b>class teacher</b> will make a phone call home to inform parent/adults of the child's poor behaviour choices.</li> <li>• This behaviour should be recorded on Arbor.</li> </ul>   |
| 7. Time out with SLT                  | <ul style="list-style-type: none"> <li>• If the child's behaviour is still having a detrimental impact on the learning of others then the child will need to be removed by a member of SLT for a restorative conversation completing a reflection sheet.</li> <li>• This behaviour will need to be recorded on Arbor</li> <li>• Parents will need to be informed discretely of this behaviour at the end of the day by the class teacher.</li> </ul>  |
| 8. Internal isolation                 | <ul style="list-style-type: none"> <li>• If behaviour is then repeated, the child will be taken by a member off the class staff to another classroom (with an additional member of staff).</li> <li>• Child will then spend the remainder of the day working in another class (or in isolation when deemed appropriate)</li> <li>• Behaviour recorded using Arbor.</li> <li>• Each class must have a bank of independent learning for a child to complete during their isolation period.</li> </ul> |
| 9. Suspension                         | <ul style="list-style-type: none"> <li>• If the child's behaviour is unsafe/putting others at risk or if the child has physically hurt another child or member of staff.</li> </ul>   |

This consequence process can be seen clearly in **Appendix 1**. This document is also displayed in all classrooms so that teachers are managing behaviours consistently across the school.

### **Recording Behaviours**

Arbor is used consistently across the school to record negative behaviours. We track and monitor these behaviours in order to identify patterns in children's behaviours half termly and report them to the Governing body. We feel it is important to assess these behaviours so that we can support the individual in making better choices. Here, teachers and SLT may decide that the recorded behaviours occur at specific times or for specific reasons and therefore individual needs will be considered (see below).

### **Individual Needs**

We recognise that behaviour can be affected by circumstances both at home and school, and that for some children, managing their feelings, behaviour and making good choices can be very difficult. We will ensure that those children who may need additional help to manage their behaviour are given appropriate support.

Ongoing and persistent behaviours are monitored using Arbor. Upon consultation, SLT and the SENDCo may decide to intervene to identify the cause of the ongoing problems.

Both the teacher and SLT will identify the needs and targets will be set on an Achievement Chart in consultation with the SENCO. A Behaviour Strategy Plan (see appendix 2) will be written to ensure appropriate support is provided to minimise the impact of disruptive behaviours in school. This will be shared with all class staff and parents.

If necessary, SLT and the SENDCo will discuss if any external agencies are required to support the needs of the individual.

### **Zero Tolerance**

At Chiltern Primary, we believe that some behaviours are unacceptable, and these are dealt with immediately by SLT. These behaviours will be recorded as a Step 5, 6 or 7 and will be decided by SLT.

These include but are not limited to:

- Physically hurting a child or adult
- Spitting
- Physical fighting or aggression (including intimidation)
- Swearing
- Vandalism
- Bullying – both in school and online
- Racism
- Homophobic Abuse
- Persistent defiance and disruption
- Child on child abuse

## **Suspension and Exclusion**

In rare cases, and as a last resort the school is entitled to deal with the matter as a disciplinary issue under this behaviour policy. Any consequences that are applied will be reasonable, proportionate and fair and may include a fixed term suspension or permanent exclusion provided it is compliant with the DfE's statutory exclusions guidance. Please see the exclusion policy for further details on this subject.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Following an exclusion, the school will hold a reintegration meeting with SLT, school staff and the parents of the child. This meeting will also include the child when appropriate and measures will be put in place to support the child and their behaviours. See Reintegration meeting format **Appendix 2**.

## **Lunchtimes**

Children are expected to follow the same behaviour policy during lunchtimes – lunchtimes are covered by school staff who know the children and have relationships with them. This should support the behaviour at lunchtimes as staff will be aware children's individual needs and strategies to support them.

The same expectations will apply to lunchtimes, with the school expecting the same standards of behaviour. Any reminders given need to be shared with the class teacher.

In some cases, individuals may be targeted to have lunchtimes with the additional support of Learning Support Assistants, the ELSA or SLT.

## **5. Prevention strategies and consequences for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve pupils' behaviour in the future.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **De-escalation strategies**

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

- 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 Positive Handling Policy, trained members of staff 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. Team Teach techniques must be used by trained staff to effectively de-escalate challenging behaviours and create a positive working relationship with the children. As a last resort, a behaviour strategy plan and positive handling plan may also be used in specific circumstances in order to effectively manage individual behaviours (see Appendix 2 for an example).

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 Positive Handling Policy.

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.

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

Any incident where physical intervention has been required is recorded in the Bound and Numbered book, kept in the school office. Parents and any relevant authorities are informed as soon as possible.

## **6. Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **7. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Examples of prohibited items could be, but not limited to:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

## **8. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct.

At Chiltern Primary, we believe care and respect to be at the centre of our Positive Behaviour Policy. Three clear school rules define our behaviour policy:

**Take care of  
yourself**

**Take care of  
others**

**Take care of our  
school**

These are displayed in every classroom and are referred to when supporting children's behaviours. Children are expected to follow this code of conduct throughout the school in order to create a positive atmosphere which supports teaching and learning.

### **Positive strategies to support the code of conduct**

At Chiltern Primary, we believe that positive praise for best and first conduct can motivate and inspire children to make the right choices. We use various rewards consistently across the whole school (see below) in order to encourage children to make good choices and aspire to succeed in their learning. This allows us to create a positive attitude and atmosphere around school where children can celebrate their achievements.

### **Classroom rules and routines**

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language

rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

## **9. Praise, Rewards and Awards**

### **Praise and rewards**

Positive behaviours are recognised daily by staff members at Chiltern Primary and attention to best conduct is at the forefront of this. Instant praise and recognition is important to us as we strive to ensure that children understand the positive approach they are taking.

At any given point during the day, children demonstrating high standards of behaviour will be recognised on the class or whole-school recognition boards. This is a consistent approach that all teachers, staff and children are involved in across the school.

Other instant recognitions are also used across the school such as stickers on work and teacher comments.

### **Daily Rewards**

All pupils are able to receive House Points through the dojo system these will be rewarded for going above and beyond, for example – fantastic effort in reading, improvement in handwriting, or a whole school focus.

### **Weekly Awards**

Every week, two children from each class are recognised as Golden Stars in the Celebration Assembly. This is to show children at Chiltern Primary that their efforts are recognised continuously on a weekly basis. This is an approach adopted by all staff at Chiltern Primary so to ensure the children have a consistent reward for their efforts. The award can be given for academic effort or demonstrating exemplary attitudes to learning / behaviours.

Every week in Celebration Assembly one child from key stage 1 and one from key stage 2 will be presented with an invitation to the Headteacher's afternoon tea. The invitations are given to children who have demonstrated excellence that week. The tea party will take place at the end of each half term.

### **Termly Awards**

Pupils will receive a Bronze award for 100 individual house points / dojos, Silver award for 200 house points / dojos and Gold award for 300 house points / dojos

As all students will be assigned a "house" for house points / dojos, these will collated and counted at the end of every term. The winning house will then be rewarded with a term treat for being the winning house.

## **10. Behaviour off school premises**

Pupils, who attend Chiltern Primary, must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **11. Monitoring and review**

This policy will be reviewed by the headteacher and Behaviour and Attitude lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2024.

Appendix 1 – Visual representation of our staged approach to managing behaviour



## Appendix 2 – Reintegration meeting format document



| Chiltern Primary School Reintegration Meeting  |                   |   |
|--|-------------------|---|
| Pupil name:  | Year group:       | Meeting date:                           |
| Additional needs:  |                   | Date of incident leading to suspension: |
| Attendance (parents/professionals/child):  |                   |   |
| Review of the incident leading to the suspension (school voice):   |                   |   |
| Pupil voice (why):   |                   |   |
| Provision in place to support the pupil reintegrate successfully: <ul style="list-style-type: none"> <li>• <i>Behaviour chart</i></li> <li>• <i>Individual Behaviour Plan</i></li> <li>• <i>Visual support</i></li> <li>• <i>Learning hub support</i></li> <li>• <i>Intervention</i></li> <li>• <i>Phased adult support in place for the <u>child</u></i></li> <li>• <i>Phased return to school – PT timetable</i></li> <li>• <i>Alternate provision in place – resources to <u>support</u></i></li> </ul> |                   |   |
| <i>(<u>Pupil</u> leave the meeting)</i>  |                   |   |
| Parent voice:  |                   |   |
| Further actions required: <ul style="list-style-type: none"> <li>• SENDCO involvement</li> <li>• Referrals to external agencies</li> <li>• Family support</li> <li>• External support for the family</li> </ul>  |                   |   |
| Agreed and signed:   |                   |   |
| Parent name:   | Parent signature: |   |
| SLT name:  | SLT signature:    |   |

## Appendix 3 – Positive Rewards

| <b><u>Positive Rewards</u></b>  |  |   |
|---|--|---|
| <b>Daily Rewards</b>  | <b>Weekly Rewards</b>  | <b>Half Termly Rewards</b>  |
| <b>100 Dojos – Bronze Award</b><br><br><b>200 Dojos – Silver Award</b><br><br><b>300 Dojos – Gold Award</b> | <b>Two Pupils from each class</b><br><br>                                       | <b>House Point Winners</b><br><br>      |
|   | <b>One pupil from each Key Stage</b><br><br><b>Headteacher's Award</b><br><br> | <b>Headteacher's Tea Party</b><br><br> |