



Behaviour Policy

Designated Safeguarding Lead (DSL): Mrs Doherty
Deputy DSLs: Mr Haycock, Mrs Brannigan
Behaviour Lead: Mr Fay
SENCo: Mrs Watt

Governors' Principles:

Chilcote Primary School will promote good behaviour through its core values of **Respect, Inclusion** and **Resilience**. It is the primary aim of the school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual respect for all.

Aims:

- To create a safe and secure environment for children.
- To create an environment which encourages and reinforces good behaviour.
- To create positive relationships between staff and pupils.
- To create a positive learning environment in the classroom.
- To ensure the school's expectations and strategies are well known and understood.

Values Education

The school uses Values Education as an agreed whole-school approach to developing and nurturing personal values and encourages all pupils to embody these values. Children are taught via cross curricular opportunities and children are encouraged to contribute to assemblies and class discussions on the relevant theme.

As a Rights Respecting School, in addition to our Values education, we adopt a whole-school approach to developing and nurturing our pupils. We encourage and support all pupils to show their commitment to the United Nations Convention of the Rights of the Child through their behaviours and interactions with others.

In the context of this Behaviour policy, we pay particular attention to:

[Article 2 \(non-discrimination\) - Children must be treated fairly](#)

[Article 28 \(right to education\) - Discipline in school must respect children's dignity and their rights.](#)

[Children are taught it is their right to feel safe and secure in their environment.](#)

Supporting Positive Learning and Social Behaviours

Through regular Mindfulness activities, we will create a calm environment conducive to learning. Through Social, Moral, Spiritual and Cultural activities, we will encourage togetherness and inclusion through identifying and celebrating commonalities and respecting differences.

Positive behaviour is taught and promoted in dedicated assemblies. These assemblies remind pupils of behaviour expectations, the school's behaviour management strategies, dealing with conflict and how to be responsible for their own actions.

Rewarding Positive Learning and Social Behaviour

At Chilcote we adopt a positive behaviour approach. We believe that good behaviour and learning attitudes should be acknowledged, as regularly as possible, and where appropriate rewarded. Rewards are in recognition of good behaviour, attitudes and pupils' work. Rewards include:

- House points
- Worker of the Week Certificates
- Values Certificate
- Stickers
- Special Awards
- Head Teacher Awards
- Class points
- Sharing of pupils' work

Active Interventions

In dealing with behaviour incidents in the school, staff will ensure learning and behaviour expectations are being met by first commenting on and rewarding pupils displaying positive learning and social behaviours and reminding the children of the school's core values.

Where behaviours are not at the expected level, staff will use their professional judgement in following all or some of the behaviour management strategies listed below:

1. Non-verbal intervention.
2. Verbal intervention - reminding the pupil of expected behaviours
3. 'Time out' in the classroom:
4. 'Time out' in another classroom – parents will be informed at this stage.
Pupils are expected to continue with the work set in their home class. The child should be given the opportunity to return to class after a short while of being sent out.

Privileges may also be withdrawn, this may mean the child being asked to undertake a task, such as helping out at lunchtimes.

Pupils may also be requested to stay in during breaks and lunches if their work is not deemed of an acceptable standard. They may be asked to complete or redo the work in its entirety.

Reflections

When an incident is very serious a 'Reflection' is made to the Behaviour Lead or Phase Leader. The parents of any child who has been the victim or affected by the incident should be informed.

The school will endeavour to ensure the reflection takes place as soon after the incident as is possible. -

Reflections involve a discussion following the guidelines of Restorative Justice (see appendix 1) where a child will discuss the incident in the context of children's rights (UNCRC) and our school values. The pupil who has been given a reflection may be requested to write an apology or offer a verbal apology.

If a child receives three or more reflections in any one term period, a formal meeting will be arranged to discuss matter with the child, the child's parents/carers, the class teacher (if necessary), the Behaviour Lead and the Headteacher (if necessary). The purpose of this meeting is to ascertain whether there are any underlying factors causing the changes to behaviour and to agree a support plan, assisted by the SENCo and/or Learning Mentor as appropriate.

A direct referral to the Headteacher will take place if:

- a child's actions continue to cause concern.
- an incident is serious enough to warrant it.

Inclusion

All children, regardless of their age, are expected to adhere to this policy. However, where children have been identified as having a specific need or needs, staff will adopt a more flexible approach to this policy, in line with guidance from the SENCO. Reasonable adjustments will be made in line with the current 'Code of Practice'. The involvement of the Pastoral Team may need to be considered to support the child.

However, parents must be clear that the law does not prevent pupils with additional needs from receiving a consequence for misbehaviour. This also applies to suspensions/ exclusions. Please refer to the updated DfE Suspension and Permanent Exclusion guidance updated August 2024.
<https://www.gov.uk/government/publications/school-exclusion>)

Staff at Chilcote are acutely aware that children in the Early Years are at the early stages of being able to effectively manage their own behaviour and to self-regulate. As such, responses to incidents of misbehaviour will be adapted to reflect the age and phase of the pupil.

Pupils' who require further support in regulating their behaviour will be offered support through interventions led by the school's Learning Mentor.

Suspensions

In the event of a one-off or series of serious incidents (for example Racist remarks or Child-on-Child abuse such as Sexual Violence and Sexual Harassment – see appendix 3) a period of suspension may be imposed. Only the Headteacher has the authority to invoke a suspension, which will comply with current legislation and guidance. At the point of reintegration following a fixed term suspension, a reintegration meeting will take place. Behaviour contracts, to which pupils will be required to adhere to, may be drawn up. Permanent exclusions are only imposed as a last resort.

Behaviour Incidents outside of the School Premises/Extra Curricular activities

Where pupil behaviours outside of the school falls below expected standards, these will be addressed by the school if the incident:

- brings the school's reputation into repute
- poses threats or harm to another pupil
- has repercussions for the orderly running of the school.

Such incidents will be dealt with by the Behaviour Lead and in cases of serious incidents by the Headteacher and such incidents may result in temporary or permanent restrictions in participation in extra-curricular experiences.

Banned Items, Searches and the Use of Reasonable Force

The school may search a child if we believe they have a prohibited item, such as a weapon. The search procedures and prohibited items are listed in appendix 2. The use of reasonable force is also listed in the appendix.

Reviewed: February 2025

Appendix 1

Restorative Justice

Step 1:

Discussion held with the pupil related to UNCRC Rights and the school values:

The right to respect, Article 12

The right to non-discrimination, Article 2

The right to be protected from harm, Article 19

Related School Values: Respect, Tolerance and Honesty.

Step 2:

Discussing the following questions:

- a) What happened?
- b) What were you thinking?
- c) What were you feeling?
- d) Who has been affected by this?
- e) What needs to happen to put this right?

Step 3:

Verbal or written apology to the victim (verbal apology needs to be agreed with the affected person beforehand to ensure they are comfortable to meet face to face).

Appendix 2

Banned Items, Searches and the Use of Reasonable Force

Searches without your child's consent:

The school does not need your child's consent to search them if they think your child has prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

These items will be confiscated.

Legal requirements of a search:

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Use of Reasonable Force

Where the behaviour of a child escalates to such an acute level, staff will use reasonable force to keep the child or other children or adults safe. Staff will use no more force than is needed. All members of the school have the legal power to use reasonable force and will do so as a last resort, acting in the best interests of the child or others.

Appendix 3:

Harmful Sexual Behaviour and Child on Child Abuse

Definitions:

- **Child on Child Abuse** Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it.
- **Harmful sexual behaviour (HSB)** is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive¹. It can happen face to face and online.
- **Problematic sexual behaviour (PSB)** is developmentally inappropriate or socially unexpected, sexualised behaviour which doesn't have an overt element of victimisation or abuse.

Sexual harassment and sexual violence are specific forms of Child-on-Child abuse. **The school has a zero-tolerance approach.** The school will ensure that all incidents of sexual harassment and/or violence are never ignored or dismissed. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school will follow the general safeguarding principles set out in Keeping Children Safe in Education (especially part 5).