Chislet Church of England Primary School

Behaviour Policy
2026 - 2027

A journey of learning for all, within God's guiding hands

Purpose of the behaviour policy

The purpose of this policy is to:

- highlight government guidance and legislation that is relevant to behaviour management;
- outline the school's approach to managing behaviour;
- describe the roles and responsibilities of different sections of the school community in relation to behaviour management;
- set out how we expect pupils to behave;
- ensure a fair and consistent approach across the whole school;
- explain our systems for rewards and sanctions;
- describe the different types of guidance and support we give pupils to help them manage their own behaviour;
- describe additional support and interventions on offer for pupils who struggle to manage their behaviour;
- set out the school's approach to preventing and tackling bullying;
- explain how we record behaviour;
- clarify the school's approach to specific issues including removal from classroom, dealing with malicious allegations and suspensions and exclusions.

Legislation and guidance

The guidance and legislation that are relevant to this policy include:

- Behaviour in schools
- Education and Inspections Act 2006 (sections 88-94)
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Searching, screening and confiscation at school
- Use of reasonable force in schools

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

Further guidance about the Equality Act 2010 and how it relates to schools can be found here.

Written statement of behaviour principles

At Chislet Church of England Primary school we believe life is a wonderful journey of learning. We aim to nurture all individuality and growth through a supportive and caring family. Everyone brings something special to our school. Using our Christian values, we aim to cultivate what they have brought, encourage it to transform and watch it flourish within our community and beyond.

We have agreed these general principles in relation to behaviour in our school:

- Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment.
- Pupils will be supported to understand how to behave appropriately and offered strategies and support to allow them to achieve this.
- We will not tolerate discrimination or abuse under any circumstances.
- Adults within our school are expected to set an excellent example at all times.
- Staff will be supported to apply the policy fairly and consistently at all times.
- We are an inclusive school and will only use exclusions, suspensions and removals as a last resort.
- All pupils will be treated with respect, regardless of their own conduct.
- We will use rewards and sanctions fairly and consistently.
- We understand that some pupils need extra support to manage their behaviour and strive to meet individual needs.
- We value the important role that families play in our school and work to build positive partnerships with parents/carers.
- We will work with partners and outside agencies to enhance the support on offer in school.
- We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this.

Roles and responsibilities

Everyone within our school community has a responsibility for maintaining high standards of behaviour and supporting the implementation of this policy.

The governing board is responsible for:

- reviewing and approving the written statement of behaviour principles;
- ensuring that the behaviour policy is reviewed at least annually, and more often if required;
- monitoring the effectiveness of the policy and suggesting changes where appropriate;
- holding senior leaders to account for the effective implementation of the policy;

The Executive Head, Head of Schools and senior leaders are responsible for:

- leading a school culture that encourages positive behaviour and tackles misbehaviour effectively;
- monitoring how effectively staff are implementing this policy;
- monitoring how the school manages behaviour and responding accordingly;
- ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently;
- ensuring that behaviour is managed in line with legislation on safeguarding, equal opportunities and other statutory requirements;
- ensuring that all staff are keeping records about behaviour, in line with the stated requirements;
- reviewing data to ensure that no groups of pupils are being disproportionately affected by this policy;
- analysing data on behaviour to evaluate the effectiveness of the school in managing behaviour and to identify any areas for further improvement

Staff are responsible for:

- implementing this behaviour policy fairly and consistently;
- recording behaviour incidents and concerns in line with requirements;
- issuing rewards and sanctions in line with the school policy;
- modelling appropriate behaviour to pupils;
- treating all pupils with respect, regardless of the pupil's own conduct;
- fostering a positive learning environment where pupils are able to complete their work, feel safe and progress academically;
- implementing strategies that have been put into place to help pupils to manage their own behaviour.

Parents are responsible for:

- working in partnership with the school to support them in implementing this behaviour policy;
- supporting their child to understand how to behave appropriately;
- informing the school of any circumstances that may impact on their child's behaviour;
- discussing any concerns with a relevant member of staff.

Pupils are responsible for:

- ensuring that their behaviour is in line with the rules and expectations of the school;
- taking responsibility for their own behaviour;
- communicating concerns or issues that they have regarding behaviour to an appropriate member of staff.

School systems and expectations

At Chislet CEP School we have expectations and systems in place to maintain appropriate standards of behaviour.

This policy is designed to meet the following behavioural issues:

1. To improve and develop children's standards of behaviour and social interaction not only within the school environment but to encourage the use of these principles in their own lives outside of school.
2. To support relationships based on mutual respect for each other, whether children or adults.
3. To develop and improve respect for the school environment and resources within it.
4. To achieve consistency when dealing with behavioural issues for all staff related to school rules, reinforced by displaying rules around the school and within every classroom.
5. To reinforce all staff's expectations in relation to children's behaviour, manners and courtesy.
6. To give clear outline of actions which will be taken when agreed rules of behaviour are broken.
7. To ensure all voices are heard and that those affected by rule breaking feel that their needs and rights have been addressed and taken seriously.

School Rules

Our School Values are ***Respect, Trust, Care*** and ***Praise*** and for the foundations for our School Rules.

Respect - *Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them.*

Trust – *Trust means that you believe a person will do what they say they will do and that they are telling you the truth.*

Care – *Care means that you look after others, that you show kindness and concern for others and that they show it to you.*

Praise – *Praise means that you say good things about someone, that you like what they're doing and how they're behaving.*

We have compacted them down to 5 'school rules' which are accessible and easy to understand for the children.

- ✓ **We are kind** – we use kind words and have kind hands
- ✓ ***We are honest*** *– we tell the truth*
- ✓ ***We are helpful*** *- we look after each other and our school*
- ✓ ***We are polite*** *– we say please and thank you*
- ✓ ***We are hardworking*** *– we keep trying and don't give up*

When responding to incidents or misbehaviour, staff should consider whether there are any signs that a pupil may be suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Rewards and sanctions

At Chislet School we use an agreed system of rewards and sanctions to encourage appropriate behaviour. We understand that it is important to use rewards and sanctions fairly and consistently so that pupils know both what to expect and what is expected of them.

The following systems are in place to manage behaviour across the school:

House Points

- The school is divided into teams called 'houses'. Each house will include pupils from every year group. Our houses are Rye, Wheat, Barley and Oats
- House 'captains' are appointed each year from our Year Six students.
- Each pupil is allocated to a house when they join the school.
- Pupils earn house points for displaying the school values of Respect, Trust, Care and Praise.
- Houses also compete with one another, often at sports and in other ways, providing a focus for teamwork and group loyalty.
- House points are awarded to individuals or groups. They can be given by any member of staff and may be given in any multiples, they do not have to be earnt one at a time.
- These points are recorded in class, either on a House Point Reward Chart or electronically on the Class Dojo.
- Each week during Celebration Assembly the house point totals for the week will be read out and the person with the most points in their house receives a certificate.
- At the end of the school year or term, the 'winning' house is announced and rewarded with a 'house cup'.

What are the benefits of a house point system?

- Using house point systems has been shown to have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among school pupils.
- Such systems include all pupils, not just the highest achievers, and help develop a variety of skills other than academic.
- A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to a thriving school culture.
- Ofsted, the government's office for standards in education, children's services and skills, has also suggested traditional house point systems help pupils become more engaged in their own education, while raising standards.
- House leaders are afforded the opportunity to mentor their group members and get to know them individually, which helps to build good relationships.
- Once house points are awarded, they cannot be taken away.

Recognition Reminder and Restore Approach

The school uses a Recognition, Reminder and Restore approach. Positive behaviour and achievement are celebrated publicly, while correction and consequences are communicated privately and respectfully. Pupils' names will not be publicly displayed on amber or red. The approach helps pupils understand the school rules and values, take responsibility for their choices and repair any harm caused.

Positive recognition. Staff use specific verbal praise, house points and other agreed rewards to recognise pupils who demonstrate the school rules and the values of Respect, Trust, Care and Praise. Names may be moved publicly to the 'superstar' or another recognition-only section of the class display.

Reminder. An adult gives a calm, quiet reminder of the relevant rule or value and makes clear what the pupil needs to do next. The pupil is given an immediate opportunity to correct their behaviour. Isolated reminders are not normally recorded.

Amber Reset. If the behaviour continues, the adult speaks privately with the pupil. The adult identifies the behaviour and its impact, restates the expectation and agrees what needs to change. A short, proportionate reflection or logical consequence may be used. An Amber Reset is recorded when it results in a consequence or when repeated incidents indicate an emerging pattern.

Red Restore. This stage is used when behaviour continues after an Amber Reset or when an incident is sufficiently serious to require an immediate response. The pupil has a private restorative conversation, receives an appropriate and proportionate consequence and is supported to rejoin learning successfully. Parents or carers will be informed where appropriate. All Red Restore incidents are recorded and monitored.

Serious and persistent behaviour. Staff do not need to work through each stage when an incident is serious. A pupil may move directly to Red Restore and, where

necessary, the incident may be referred to a member of the senior leadership team or lead to removal from the classroom. Persistent low-level behaviour will be reviewed to identify patterns, triggers and unmet needs. Further action may include parent or carer involvement, targeted pastoral support, reasonable adjustments, an individual behaviour support plan or support from external agencies.

Recording and monitoring. Behaviour records will include the date, pupil, stage reached, brief reason, action or support provided and whether parents or carers were informed. Leaders will review records regularly to identify patterns, evaluate the impact of support and check that the policy is applied fairly and consistently, including for pupils with SEND, vulnerable pupils and groups with protected characteristics.

Fresh start and reintegration. Following reflection or a consequence, pupils are supported to repair relationships, understand what they can do differently and return to learning promptly. Each new session offers a fresh start; however, relevant records are retained so that repeated or escalating concerns can be identified and addressed.

Removal from classroom

Removal of a pupil from the classroom is a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff. At Chislet we sometimes use removal in response to severe or repeated breaches of the school behaviour policy.

Removal is a serious sanction within the Red Restore stage and will only be used when other options have been exhausted, or if the behaviour is so serious that the pupil must be removed straight away.

Removal can be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

At Chislet we sometimes use removal as a response to serious breaches of the behaviour policy. During a removal, we will make provision for the continuation of a pupil's education. The education that a pupil receives may not be the same as they would have had if they had remained in class but it will be relevant and meaningful. Pupils who have been removed from class will be supervised by a suitably trained and experienced member of staff.

Pupils will not be removed from classrooms for extended periods of time. The use of removal will always be kept to the minimum length of time required to achieve the desired outcome.

In the case of significant risk to pupils, the class may be redirected to different learning space in order to allow the dysregulated pupil to calm down and reset.

In line with government guidance, if a pupil is removed from a classroom, the pupil's parents/carers will be informed on the same day. If the pupil has a social worker, this individual will also be informed. If a child is looked-after, their Personal Education Plan will be reviewed (if relevant) and the virtual head will be notified.

The Department for Education (DfE) states that schools should 'collect, monitor and analyse' data about removals. At Chislet, we will record:

- the name of pupil who has been removed;
- the circumstances surrounding the removal, including details of any behaviour triggers if these are apparent;
- the date and time of removal;
- any other individuals involved;
- any background factors that may be relevant;
- when parents were informed about the removal and by whom;
- if a social worker or virtual head needs to be notified, when was this done and by whom.

School leaders will monitor the use of removal across the school to ensure that it is being used appropriately and that the policy is being applied consistently across the whole school.

We will analyse data about the use of removals to:

- establish patterns and trends for individuals, groups and the whole school;
- highlight whether removals are happening disproportionately to any particular group, such as those with protected characteristics;
- identify specific factors that may be impacting on behaviour - for example, if it happens at a certain time of day or in specific classes;
- identify what the major causes for removal are;
- analyse whether removal has an impact on minimising the need for other sanctions, e.g. exclusions;
- evaluate whether the data indicates any staff training needs.

Following a removal, we will support pupils to reintegrate back into the classroom as quickly as possible. The approach will be tailored to the needs of the individual pupil but could include:

- offering additional pastoral support;
- putting the child on an individual behaviour support plan;
- facilitating a restorative conversation;
- initiating additional academic support (when the incident is related to unmet academic needs);
- offering support or information to the child's family,
- obtaining specialist support from external agencies, e.g. mental health support, addiction support.

Preventing and tackling bullying

Bullying is distinct from other unkind or hurtful behaviour and has the following characteristics:

- intentional – the hurt was caused on purpose;
- repeated – it has happened more than once to the same person or group.

Another common characteristic is an imbalance of power: those doing the bullying have more physical or social power than those being bullied.

Bullying can take different forms including:

- verbal bullying;
- physical bullying;
- cyberbullying;
- relational bullying, such as excluding others or spreading rumours.

It should be recognised that some forms of bullying constitute a crime, e.g. assault. Sometimes, an individual will experience different types of bullying simultaneously.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. Schools are able to develop their own policies and practices for tackling bullying.

At our school, we take the following approaches to prevent and tackle bullying:

Preventative measures that we will use include:

- making the whole school community aware that bullying is not tolerated and highlighting the consequences;
- educating pupils about the risks that are present online and how to reduce these risks;
- making pupils aware of discrimination and what to do when they think discrimination is taking place;
- encouraging pupils to develop empathy and compassion for others;
- developing links with parents/carers and other members of the school community so that issues can be identified early;

- linking with outside organisations that can deliver sessions on preventing and responding to bullying of different types.

Strategies we will use to tackle bullying include:

- making pupils aware of how to report bullying if they see it;
- having effective policies and procedures in place so that staff can respond to bullying rapidly and consistently;
- ensuring that staff are given regular training on bullying and are aware of the protocols for addressing this;
- offering pupils a range of different ways to report bullying, e.g. online reporting buttons, worry boxes;
- making pupils aware that they can report bullying that occurs outside of school.

Child-on-child abuse

At Chislet School we are clear that sexual violence and sexual harassment are never acceptable.

We will not tolerate this behaviour online or offline under any circumstances, and pupils whose behaviour fall below the school's expectations will be sanctioned.

School staff will never condone or normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. It is our policy that staff will challenge all inappropriate language and behaviour between pupils or towards other members of the school community.

If we have concerns regarding sexual violence and sexual harassment, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE).

We will take all reports of sexual violence and sexual harassment or child-on-child abuse seriously. Those affected will be reassured that they will be supported, kept safe and are being taken seriously, regardless of when the incident(s) took place. Abuse that occurred online or outside of the school premises will be taken equally seriously.

In instances where child-on child abuse is found to have taken place, the school will take disciplinary action in line with this behaviour policy.

The school's designated safeguarding lead (or deputy) will lead the school's initial response. Each incident will be considered on a case-by-case basis. Referrals will be made and support services engaged as appropriate.

Reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to keep pupils and other members of the school community safe.

The term 'reasonable force' describes the actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' is defined as 'using no more force than is needed'.

At Chislet School members of staff have the power to use reasonable force to prevent pupils from:

- committing an offence;
- harming themselves or others;
- damaging property.

However, reasonable force should only be used as a last resort when other approaches have failed.

When using reasonable force, staff should consider any vulnerabilities that pupils may have, such as medical conditions, SEND or mental health needs, and adapt their response accordingly.

Further guidance on the use of reasonable force can be found in the https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Malicious allegations

Disciplinary action will be taken against pupils who have been found to have made a malicious allegation against a member of school staff.

As a school, we recognise the distress and harm that can be caused by being subject to a malicious allegation and will ensure that any affected staff are offered appropriate support and pastoral care.

If a pupil is found to have made a malicious allegation, the school still has a duty of care towards that child. The school will ensure that appropriate safeguarding measures are put in place and that they access any mental health support that they may require.

The power to discipline beyond the school gate

The law gives teachers certain powers to discipline pupils for misbehaving outside of the school premises.

At Chislet School we reserve the right to address misbehaviour outside of the school premises when one or more of the following criteria are met:

- when the pupil is taking part in a school-related activity or one organised by the school;
- when the pupil is travelling to or from school;
- when the pupil is wearing school uniform or is identifiable as a pupil of the school in some other way.

Whether or not the criteria above have been met, the school also reserves the right to discipline pupils if their behaviour outside the school premises:

- poses a threat to another person;
- could have repercussions for the orderly running of the school;
- could impact on the school's reputation.

A decision on whether to discipline pupils for misbehaving outside of the school premises will be taken by the head of school or executive head teacher.

We recognise that for all cases of misbehaviour, the school can only discipline a pupil on school premises, or elsewhere when that pupil is under the lawful control of a staff member.

Suspensions and exclusions

At Chislet School we believe that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

At Chislet School the head of school or executive head teacher can use suspensions and exclusions in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or following a serious incident. The head of school or executive head teacher are permitted to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.

Further information about suspensions and exclusions can be found on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf

Staff induction and training

We recognise that in order to facilitate effective behaviour management, staff need to be given adequate training and support. We offer regular training to staff; some of this will be delivered to the whole staff. In other instances, it may be relevant to offer personalised support to individuals or groups of staff.

Staff are given specific training on the school's behaviour policy and approaches to behaviour management during the induction process and regularly thereafter.

If an individual member of staff is struggling with their behaviour management, they will be given support to develop this. The approach taken will be determined by the needs of the member of staff but could include additional training, one-to-one coaching/mentoring and, if required, the implementation of a support plan. If staff feel that they need any additional support with their behaviour management, they should approach a member of the schools SLT to request this.

Reviewing the policy

This policy will be reviewed at least annually, and more frequently if there is a change in government guidance, legislation or the school's own monitoring of behaviour suggests that a change to the policy would be beneficial.

The policy will be approved by the governing body.