

Behaviour Policy July 2023

Rationale

At Chandag Primary School we believe in maintaining the highest expectations of behaviour in a calm and encouraging learning environment which encourages positive behaviours, attitudes and mutual respect. Through understanding behaviour as communication, we ensure that all children feel safe, listened to, respected and valued for their individuality.

Aims

- To provide children with a clear set of guidelines for positive behaviour for learning through our school rules: **BE SAFE. BE KIND. BE YOUR BEST** (appendix 1).
- To maintain high standards of behaviour through a consistent approach to positive reinforcement across the whole school.
- To maintain high standards of behaviour through a consistent approach to following the stepped traffic light approach to sanctions.
- Apply **Emotion Coaching and Thrive approaches** in relation to our school rules to allow every child to learn from their experiences in order to make more informed and appropriate decisions about their own behaviours in the future.
- To develop in all children, the confidence and skills to understand their own emotions and actions across a range of contexts, in readiness for their next steps in life.
- To ensure all adults understand and actively promote this policy in a calm, empathetic and consistent manner.
- To work in partnership with parents/carers and the community to promote positive behaviour for learning.

Guidelines

We use the traffic light approach to help pupils understand the procedure for managing positive behaviour.

GREEN

Pupils are displaying positive behaviours based on our school rules of **BE SAFE BE KIND BE YOUR BEST**. Adults praise pupils individually or as a group for showing these behaviours and reward good behaviour with frequent **Praise Points**. These are displayed on a class list with a tally for points. Pupils are motivated by a system for winning rewards based on the number of points they achieve at different stages within the day. Points start again each day. A tally of the points for the whole class for the whole week are collected. A reward is given on a Friday to the class with the most points that week.

AMBER

1. Pupil is not maintaining expected behaviour so adult reminds them of expectations based on the school rules.
2. Behaviour continues so a **verbal warning** is issued.
3. Behaviour has not stopped so an **amber sanction** is issued. This should be taken at the earliest possible next opportunity. This will be a **5 minute time out** at playtime, lunchtime or during the afternoon with an adult so that a restorative conversation can take place. This will be recorded in the class behaviour log

An amber should be given:

- following a verbal warning where behaviour has not improved.
- immediately for rough and unsafe behaviour e.g. pushing in the line, throwing small classroom equipment
- following disrespectful, unkind behaviour towards others. eg. name calling, shouting in classrooms or rude behaviour.

If child receives **2 amber cards** in a day the class teacher will pass this on to the parent/carer at home time or via a phone call, to agree actions for positive behaviour moving forwards.

RED

Following investigation using the problem solving approach, red is an **internal exclusion** and should be given when:

- A child deliberately and physically hurts another
- A child causes serious emotional hurt
- There is an incident of bullying or discrimination
- Upturning of large furniture

The context and evidence of all of the above actions must be explored before the language of 'red' is shared with the child.

If a red is given, a member of SLT will co-ordinate the next steps for a child e.g. the child will complete learning away from their classroom and may be excluded from playtime, depending on the incident and age/needs of pupil.

Parents/carers will be informed via phonecall from SLT and the incident will be formally logged on CPOMS for monitoring purposes.

Suspensions

A fixed term exclusion may be issued by the headteacher following 2 or more reds in a week, physical violence towards staff, leaving the school grounds, anything within internal exclusion (red) section which is repeated or more extreme. A letter using the suspensions letter template will be issued and shared with parents, chair of governors and the BANES inclusion service. Following a fixed term exclusion there will be a meeting with the child and parents/carers. The purpose of the meeting is to set up the conditions for a positive and supported return to school. Our SENCO is involved in this meeting for any SEN children.

[Statutory guidance on suspensions](#)

Whole School Strategies

Positive relationships are essential to our behaviour policy and continual praise is used to promote and validate positive behaviour. This is achieved in a range of verbal and non-verbal ways and with the use of praise points.

When a negative behaviour is observed or reported, adults will respectfully address the child and any other children involved on a 1:1 basis. Consistent and scripted language will allow a restorative conversation to begin immediately, with all children feeling supported.

- Adults will get down to child level when discussing behaviour
- Behaviour choices will be related directly to the three school rules
- Emotions will be validated and restorative questions used for reflection

“Help me understand’

“Talk me through this and I will listen”

“I am here to help you”

A problem solving sheet (appendix 2) will be completed by the child/scribed by an adult for more serious or complex behaviour incidents. An adult may ask a child to complete a problem solving sheet independently as part of an amber or red consequence.

Neurodiversity/SEND

High expectations of behaviour are applied to all pupils however we recognise that a child’s individual needs can impact on their behaviour. In these cases, there will be a clear behaviour plan and/or risk assessment for the individual child which sets out specific strategies and approaches, including behaviour scripts for staff. This could include the use of positive safe handling; sensory circuits; movement breaks, Thrive sessions etc.

De-escalation techniques

In some cases, a child will present a challenging or negative behaviours and become emotionally dysregulated. Action is taken to calm the situation before the behaviours are addressed.

We employ the three R’s technique to support challenging behaviour.

1. **Regulate** – some children will enter the fight, flight, freeze response, so adults must use calming or distraction techniques to support at this stage.
2. **Relate** – use validation techniques to connect with the child and their reasons for the behaviour, showing that you care and that they are safe.
3. **Reason** -when a child is ready to reflect and learn from the event, a restorative conversation takes place.

Validation Strategies

Validation opens the door for adult and child to discuss actions and consequences, opening opportunities to discuss a plan of action when conflict may occur again.

“That must feel awful”

“You seem really angry”

“What a difficult situation you are in”
“ It’s ok to feel frustrated, we all feel this sometimes”

Positive Behaviour Scripts

When a child needs support within the ‘be safe’ school rule. A simple instruction in no more than 5 words is provided by the adult, who adopts neutral and positive body language. The instruction is repeated and praised as soon as the child shows this positive behaviour.

- “Feet on the floor”
- “Use kind words”
- “Respect my personal space”
- “Listening ears on”

Date of policy: July 2023

Date for review: July 2024

Appendix 1: Chandag School Rules



Appendix 2: Problem Solving Reflection Prompt

Problem Solving

What happened?

What did you do?

What could you have done instead?

How did it make you feel?

How would you feel then?

What was the consequence?

What would the consequence be now?

Work through the questions and see which way is best. Remember next time you have a problem to choose the better way.

A flowchart for problem-solving reflection. It starts with a central box "What happened?". An arrow points down to "What did you do?". Another arrow points down to "What was the consequence?". A third arrow points right to "What could you have done instead?". Below "What did you do?" and "What could you have done instead?" are two boxes: "How did it make you feel?" and "How would you feel then?". Below these are two stick figures. Arrows point from the "How did it make you feel?" box to the first stick figure and from the "How would you feel then?" box to the second stick figure. A final arrow points down from "What could you have done instead?" to "What would the consequence be now?". A speech bubble at the top right contains the text: "Work through the questions and see which way is best. Remember next time you have a problem to choose the better way." The ELSA logo is at the bottom center.