

Behaviour & Discipline Policy

(Relationships & Regulation)

Chiltern Primary School

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Aims

3.1 It is important that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are an inclusive community whose cooperative values are built on mutual trust and respect for all. This policy is a working document which will develop organically over time via input from pupil voice, staff voice and community engagement. We have embraced Restorative Practices, where everyone feels valued, safe and secure. Relationships build our self-esteem and develop our sense of belonging. We aim in this policy to create a simple and effective system which builds skills for life. Best practice is embedded to promote growth, provide opportunities for the children to reflect and develop skills, including communication, confidence, resilience and independence.

The following key principles contribute to the ethos of Chiltern being
“A place everybody loves to be” because we feel SAFE.

3.2 We Aim

- To become a truly restorative school;
- To develop high standards of work and behaviour;
- To promote the values of respect, cooperation, self discipline, consideration and responsibility which underpin calm and kind behaviour and values;
- To keep parents and carers clearly informed of their child’s progress and attitudes to learning;
- To provide clear guidance to staff, pupils and parents about the school’s relationships and regulation practice.

The Chiltern Community aim is to display ‘Calm and Regulated Behaviour’, and should respect the White Ribbon Promise ‘Kind words, Kind hands and kind feet’ and Thrive Trust Values at all times.

4 Objectives

4.1 In partnership with pupils, parents and governors our objectives are to:

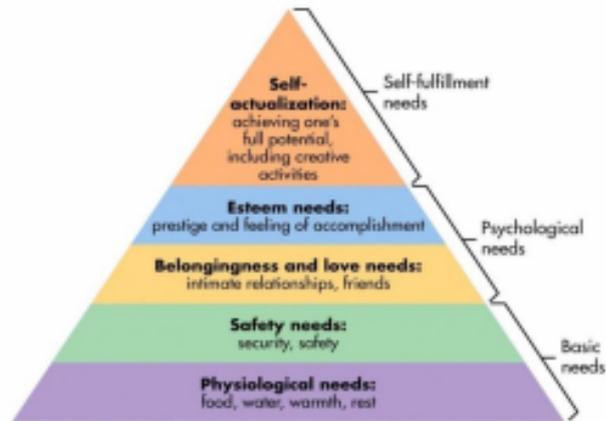
- Reinforce safety and good organisation and learning behaviour, and communicate these expectations clearly to pupils, parents and governors, adopting a Trauma Informed approach;
- Provide real opportunities for children to behave with fairness, consideration and responsibility, and nurture children's confidence and self-esteem by recognising all their achievements, social, sporting, academic and non-academic; foster an inclusive environment for all, promoting community cohesion and Unconditional Positive Regard;
- Ensure effective classroom management with a stimulating and universal curriculum addressing the needs of all our pupils.

5 Implementation

The Chiltern Community aim is to display ‘Calm and Kind Behaviour’, and respect the Thrive values and White Ribbon Promise at all times.

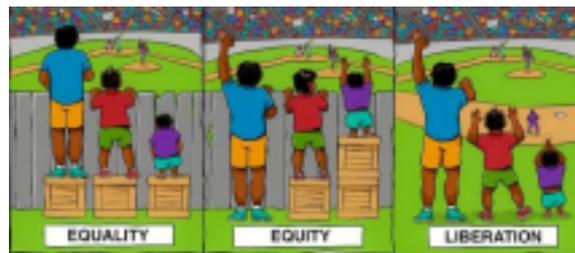
5.1 We recognise that behaviour is communication and we seek out ways to address underlying factors. We recognise and validate all emotions and help children to develop their own tool kit to help them regulate and understand their emotions. We understand that childhood Aces impact on behaviour and we use the PACE approach to support children learn to understand their behavioural response on their journey to self-actualisation. We aim to be a Trauma Informed school.

(Image: Maslow's Hierarchy of Needs)



- Have a positive regard for all;
- Respect each other and our differences;
- Understand and deal with our own feelings.

5.2 We strive to remove barriers to achievement so that we are doing our very best for **all** children.



6 Roles & Responsibilities

6.1 Consistency of clear routines and high expectations need to be established so that learning and teaching can take place. It is also true to say that children learn better and behave positively when they feel safe and secure with good relationships at the heart of all that we do, in an environment where they are stimulated, challenged and supported.

- All staff will approach all situations with kindness and a non judgemental mindset;
- Staff will treat all children with equal respect, building relationships through positive interactions, connecting with children before they correct and work together to repair the behaviour in a restorative way;
- Calm and kind behaviour conducive to promote positive relationships and learning should always be expected and valued;
- Curriculum teaching will focus on positive relationships and boundaries using Jigsaw and assemblies, as well as incidental opportunities all of the time. The teaching of a democratic world and rights and responsibilities of global citizens as well as the use of their learning muscles will ensure expectations are clear and demonstrated in a positive way.

6.2 It is important to:

- Remember behaviour is a form of communication - what is it that a child is trying to tell us? Remember... Unconditional Positive Regard;
- Use PACE (Playful, Acceptance, Curiosity and Empathy) in order to regulate as well as the therapeutic approach to calm the situation;

- Use positive framing of expected expectations;
- Remember the White Ribbon Promise.

7 Moving around the school.

7.1 Children should walk calmly along the corridors, keeping to the left. Team tokens can be given for whole class cooperation which is spotted by other staff members. Children should be calm and quiet while moving around the school as others are learning and to keep safe.

8 Classroom behaviour

8.1 Teachers need to establish clear expectations in their classrooms, ensuring that the children's understanding is clear with the 'Calm and Kind learning code.' Early in the school year each class draws up their classroom code. Good relationships are key.

8.2 All staff should look for opportunities to praise individuals and build relationships.

9 Calm Regulated Behaviour is always positively acknowledged and unregulated behaviour supported:

- A great classroom culture established (EEF research)
- Sincere verbal praise followed by 'thank you'
- Non-verbal praise e.g. thumbs, smile
- Special Responsibilities
- A positive word with a parent at the end of the day or Telephone/text message home/Emotional coaching
- We use I statements: "I feel ... because ..."
- Colour monsters /Resilience books
- Relationships and Regulation displays/areas in the class/Calm areas
- Relationships & Regulation station outside for support during playtimes
- Stress-busting strategies/Breathing and stretching techniques, yoga, peer massage, active breaks
- Advotalk, Nurse therapy

10 Rewards

10.1 These are at the discretion of the classroom teacher and staff, preferably with discussion and input from their pupils. Team Tokens are a whole school reward for team work.

- ✓ Visible reward system eg certificate, book prizes, table points,
- ✓ Rewards may be given e.g. raffles, Dojo points, stickers, prizes, etc.

10.2 Staff may wish to pilot something new of their own choice, or carry on with tried and true methods or adopt best practice from other colleagues.

10.3 We create opportunities for student leadership: Junior Leadership Team, Sports leaders, assigning roles and responsibilities in the classroom and special jobs created just for them.

10 Parental involvement

10.1 By enrolling a child at our school, each parent is expected to consent to the aims of this policy by signing our Home/School Agreement to ensure a successful primary education for every child. A copy of the agreement is attached as an appendix.

10.2 As a cooperative school community we regularly inform parents about the children's behaviour, positive or otherwise. This occurs in many ways:

- Daily informal interaction;

- Telephone call;
- Text message;
- Merit certificates;
- Consultation evenings;
- Requested meetings.

10.3 Any concerns that a parent may have with regard to the wellbeing of their child should be discussed in the first instance with the child's class teacher.

11 Emotional Communication

11.1 Where possible restorative practice techniques and strategies will be followed:

- Children are reminded of expectations within the classroom and around the school - Positively framing language eg 'Do not run!' Replace it with 'Please walk, thank you.' Relationships and Regulation Calm area, where pupils will use and develop strategies to help them become ready to return to learning/class activities, supported with discussion regarding the zones of regulation;
- Children who continue to be unregulated will then be supported by the Phase Leader in a restorative way. The child will then return to the classroom, be welcomed and given opportunities to regulate their behaviour and praised for their effort to become calm and ready to learn. If they continue to be unregulated the assistant head will be contacted or the pastoral team. The Rainbow Room can be used as a Relationships and Regulation Room, where pupils will be supported to use strategies to help them become regulated and ready to return to the main learning environment with the support from the pastoral team/teaching assistant or other staff member;
- Children who continue to be unregulated may need additional support from the pastoral team, school nurse, advoltalk etc depending upon the support required for an individual child to support their regulation.

11.2 All incidents of unregulated behaviour should be dealt with in a restorative and growth mindset way, working with the child to change and understand their behavioural response and the impact it may have had upon others. In connecting with children there will be an opportunity to help correct and repair the situation and take responsibility for their own actions, appropriate sanctions may still be imposed in discussion with the child in order to repair the situation

12 Serious Situation Procedure

12.1 Whenever a child exhibits persistent and unregulated behaviour in the classroom, a member of SLT or pastoral support staff will support the child away from the classroom. In extreme cases, physical contact may be needed in order to remove a child from a serious situation. Staff must then follow the school's 'Positive Handling Policy'. In all such cases, a standard record of the incident and action taken will be added to the pupil's CPOM's record. Children who may need regular Positive Handling will have their own Positive Handling plan. In the event of persistent serious situation procedures being activated for a particular child, a Pastoral Support Programme will be initiated with the SENCO and Pastoral team.

- Completion of appropriate behaviour checklists;
- A 'Success Card' with clear criteria established in consultation with the pupil, and any sanctions carried out against the child should be with reference to these criteria;
- A pastoral support plan monitoring sheet completed;
- A bespoke Pupil Passport for behaviour and meeting SEMH needs;
- Referrals can be made by the SENCO to the 'Steps to Success' outreach service for advice and support for staff.

12.2 Some staff members across the school have been trained appropriately using 'Team Teach', the strategies most important to this are de escalation techniques. These are refreshed as a staff team termly. Decisions on whether or not physical intervention is necessary, will be made in accordance with the 'Team Teach'

guidance. If any restraint techniques are needed, details of the incident are kept by the Designated Safeguarding Lead and logged carefully, incidents are discussed with parents.

13 Searching Children

13.1 The Head of School and staff authorised by her have a statutory power to search pupils or their possessions, without consent, however, where possible obtain parental consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include:

- knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters or matches, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

14 Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

15 Suspension and Exclusion

15.1 For the vast majority of pupils, suspensions and exclusions will never be required as other strategies, including those at point 7 above, will be used effectively. However, if all other options have been exhausted then suspension and exclusion may be used as a last resort to ensure safety and to ensure pupils are protected and able to learn in a safe, calm and supported atmosphere.

15.2 In these very rare situations, Chiltern Primary School will follow the DfE guidance 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England - September 2022'

16 Public Sector Equality Duty

16.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

16.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation.

16.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Chiltern Primary School adheres to these statutory regulations.

17 Person Responsible

Updated Summer 2024

Headteacher

To be reviewed Summer 2025

Appendix 1 Behaviour Key

Step 1

All Staff- Positive classroom and school culture

Positive thanks to children, positive welcome into school, acknowledgement with a smile or verbal praise and role model excellent behaviour/work routines as well as building great relationships

Step 2

All Staff

Child continues to show unregulated behaviour- consider ACES and let the child have the opportunity to self-regulate in the calm area with support as required using PACE. Calm area used to reflect and calm for a few minutes. Child then returns to class position (the process begins again as required). Positively praise the rest of the class.

Step 3

Class Teacher

If a child continues to show unregulated behaviour, use distraction techniques (PACE). Seek support from phase leaders as appropriate (JG, SH, KB, KJ). Children can have a change of space with them. It may be that the class teacher talks to the parents discussing concerns over behaviour (logged on CPOMs). Child then returns to class starting the cycle again.

Step 4

JG, LG, KJ, SH, KB with the class teacher

If the unregulated behaviour continues at this stage, phase leaders will work with the class teacher and invite parents into school to discuss the child's situation. Assistant Heads should be sought or LGr/ RGI so the situation can be investigated further. If required please seek further support from SENCO or HoS. At this stage a formal discussion with the parents may be made if the child has displayed this level of emotional response more frequently (noted on CPOMs). Success cards may be introduced, a pupil passport may be considered in the near future, Rainbow Room may be used.

Step 5

SLT, LG, RG

Seek support from the SENCO, bespoke behaviour plan introduced and worked together with child, parents and school. Outside agencies may be sought for support too.

All Classrooms require:

- Zones of regulation;
- Positive climate;
- Calm work area;
- Calm 'take a break' space with sensory basket (teddy/stress ball/fidget toy to help calm and distract);
- Excellent routines/organisation and expectations;

(Good day notes, stickers, dojo's, jobs, text...a smile, worry box).