



# CHANTRY COMMUNITY

PRIMARY SCHOOL

## Behaviour Policy

| Key Document Details: |                |                |                |
|-----------------------|----------------|----------------|----------------|
| Author:               | R Ward         | Department:    | Education      |
| Reviewer:             | SLT            | Version No:    | 2.1            |
| Last Review:          | September 2025 | Next Review:   | September 2026 |
| Approver:             | LGB            | Date Ratified: | September 2025 |

## Table of Contents

|   |              |
|---|--------------|
| <b>School Values</b> .....              | <b>1</b>     |
| <b>Statement of Equity</b> .....        | <b>1</b>     |
| <b>Legislation</b> .....                | <b>1</b>     |
| <b>Policy Review</b> .....              | <b>2</b>     |
| <b>Aims for Behaviour</b> .....         | <b>2</b>     |
| <b>Stakeholders</b> .....               | <b>3</b>     |
| <b>Managing Behaviour</b> .....         | <b>5</b>     |
| <b>Safeguarding</b> .....               | <b>9</b>     |
| <b>Reasonable Force</b> .....           | <b>9</b>     |
| <b>Bullying</b> .....                   | <b>9</b>     |
| <b>Suspensions and Exclusions</b> ..... | <b>9</b>     |
| <b>Monitoring</b> .....                 | <b>10</b>    |
| <b>Appendices</b> .....                 | <b>11-14</b> |

## School Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Equity, Leadership, Integrity and Care are central to everything we do at Chantry Community Primary School.

## Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Legislation

This policy is based on advice from the Department for Education (DfE) on:

- The Education Act 2002 (amended 2011)
- The Equality Act 2010
- The School Discipline (children exclusion and reviews) 2012
- The Education Regulations 2017
- The Human Rights Act 1998
- Keeping Children Safe in Education 2025
- Use of reasonable force in schools 2013
- Special educational needs and disability code of practice: 0-25 years 2015
- Suspension and permanent exclusion from maintained schools, academies and children referral units in England, including children movement 2024
- In addition, this policy is based on:
  - Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote

the welfare of its children

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property

## Policy review

This policy will be reviewed annually, but may be reviewed and updated more frequently if necessary.

## Aims for Behaviour

- To ensure that every member of the School community feels valued and respected, and that each person is treated fairly and well.
- Teach respect for individuals and the understanding that we are all different.
- Ensure a consistent, positive approach to behaviour management throughout the school day.
- Establish clear procedures for dealing with and managing unacceptable behaviour.
- To promote an environment where everyone feels happy, safe and secure.
- Ensure the social, emotional and learning needs are addressed appropriately.
- Provide children and staff with an environment that is suitable for learning.
- To foster independent work habits, leading to increasingly focused self-assessment.
- Empower children so that they are able to self-manage their behaviour.
- Prepare children for entry into the next phase of their education or employment or further education.
- Praise and reward good demonstration of school values, positive behaviour and attitudes.
- Encourage the active and early involvement of parents in supporting positive behaviour.

Both staff and children within the school are made aware of their rights and the responsibilities.

|  |  |
|--|--|
| <b>Right</b> to an identity                          | <b>Responsibility</b> to respect other people's religion and culture, the way they dress and look and treat everyone equally.                    |
| <b>Right</b> to learn                                | <b>Responsibility</b> to try to come to school every day and always try our best.  |
| <b>Right</b> to be safe                              | <b>Responsibility</b> to make sure our actions do not hurt ourselves or other people.  |
| <b>Right</b> to express our opinions and to be heard | <b>Responsibility</b> to be brave and honest, listen to other people's ideas and opinions without being disrespectful.                           |
| <b>Right</b> to play                                 | <b>Responsibility</b> to play games fairly and safely, include others and play with team spirit and good sportsmanship and look after equipment. |

The primary aim of the behaviour policy is to follow the school expectations. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. All behaviour is communication and we will work with children and parents to understand the reasons for their behaviour.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and collaboration. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

# Stakeholders

## All Staff Members

All members of staff (teaching and non-teaching) work towards the school's aims by:

- Promoting good mental health and resilience of children and adults as individuals and respecting their rights and responsibilities, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well-ordered environment in which all are fully aware of the expectations related to behaviour.
- Offering equal opportunities in all aspects of school life and show respect and understanding for difference.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Deterring all behaviours associated with bullying or harassment (see procedures in Anti-Bullying Policy).
- Considering what is behind / the reasons for the unwanted behaviours and reflect on these.
- Caring for, and taking pride in, the physical environment of the school.
- Working collaboratively as a team, supporting and encouraging one another.
- Being good role models e.g. smiling at children, holding doors open, remembering to say please and thank you, ensuring adults are 'ready' for duty: being punctual, well prepared and organised.
- Talking to children in a calm and respectful manner.
- Taking quick, firm action to prevent the undesirable behaviour of one child affecting another child through visual prompt, discussion and administering of consequences as appropriate (see Behaviour Cards Appendix 1).
- Providing opportunities for children to discuss appropriate positive behaviours.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Responses to misbehaviour will always be calm and consistent.
- Having high expectations of the children in terms of behaviour.
- Treating each child fairly and enforcing consequences consistently.
- Liaising with the Pastoral Team, Senior Leadership Team and other agencies where appropriate.
- Implementing the Behaviour Policy consistently.
- Recording behaviour incidents accurately and in a timely manner on Arbor (see Appendix 3).

## The Governing Body

The Governing Body will review this Behaviour Policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Assistant Head / Deputy Head Teacher to account for its implementation.

## The Head Teacher

It is the responsibility of the Head Teacher to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children within the school.

The Head Teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head Teacher may permanently exclude a child.

## The Senior Leadership Team

The Senior Leadership Team works towards the school's aims by:

- Reviewing this Behaviour Policy in conjunction with the Governing Body.
- Supporting the staff by implementing the policy and by setting the standards of behaviour.
- Taking the lead in the implementation of the Behaviour Policy.

- Monitoring, promoting and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring the necessary reviews are undertaken. For example, through SLT meetings, assembly themes, playtime audits, parent and staff questionnaires and weekly values assemblies.
- Recording and reporting serious behaviour incidents.
- Supporting staff in applying behaviour strategies, and liaising with parents where necessary.
- Setting the positive ethos at Chantry Community Primary School.
- Modelling resilience and a positive mindset.
- Taking responsibility for devising and implementing a Teaching and Learning Policy that acknowledges its influences on children's behaviour and motivation.
- Checking, monitoring and addressing attendance and punctuality issues, responding in line with the Attendance Policy.

### **Teachers**

Teachers work towards the school's aims by:

- Following the behaviour policy.
- Providing a challenging and stimulating curriculum of learning designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability, skill and learning style.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Organising the classroom to facilitate independent working e.g. clearly labelled resources, accessible for all.
- Use visual timetables and communicate clearly to reduce anxiety.
- Striving to ensure that all children work to the best of their ability.
- Dealing with inappropriate behaviour following agreed behaviour consequences (see Behaviour Cards Appendix 1).
- Discussing concerns regarding any children for whom behaviour is affecting their progress with the SENDCO.
- Review all external agency reports and communicate with parents and other adults to ensure that you understand the children's needs well and can anticipate possible triggers.
- Ensure that children have additional resources that they need to support their learning such as wobble cushions, fiddle toys, noise-cancelling headphones etc in consultation with the SENDCO.
- Deploy Teaching Assistants effectively to encourage and support children, ensuring that they are aware of agreed strategies to support individuals.
- Encourage all children in a positive manner.

### **Children**

Children work towards the school's aims by:

- Following the behaviour policy.
- Contributing to the creation of the school values of Respect, Excellence, Collaboration, Independence, Perseverance, Equity, Leadership, Integrity and Care. And then following them.
- Signing the Home / School Agreement and conducting themselves accordingly (see Appendix 2). Paying due regard to the values.
- Developing a positive mindset and building resilience.
- Children are to ensure they alert a member of staff to any issue they have so that appropriate action can be taken. Children are encouraged to speak out, talk to their safe person or use the in class worry box.

## Parents

Parents are encouraged to work towards the school's aims by:

- Ensuring that their children attend school punctually and regularly, providing prompt contact to explain absences.
- Ensuring early contact with the school to discuss any matters which may affect a child's happiness, progress and behaviour for learning.
- Helping to establish good routines and consistency in managing behaviour.
- Signing the Home / School Agreement at the start of the child's time at Chantry Community Primary and then again annually via Arbor every September. Where necessary, this will be re-signed as part of reintegration meetings. (see Appendix 2).
- Participating in discussions concerning their children's progress, attitude and attainment.
- Taking an active interest in the children's learning by supporting them at home e.g. giving due importance to homework, attending workshops and parent consultations, hearing their child read (see Teaching & Learning Policy).
- Working in partnership with the school if they have been contacted regarding their child's behaviour.
- Providing support for the discipline within the school and offering encouragement and support to their child.
- Parents are not to encourage children to take matters into their own hands regarding behaviour issues. Any intervention by a child will be dealt with as per the behaviour policy.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact a member of the Senior Leadership Team. If they feel that the situation has not been resolved after consultation with the Head Teacher they should follow the Trust's complaints procedure. Details can be found on the school website.

## Managing Behaviour

In order to establish and promote positive behaviour there are three broad approaches to take;

1. Being **proactive** in building relationships
2. Being **reactive** to all behaviours in your classroom
3. **Implementation** – responding consistently to undesirable behaviours

### 1. Proactive

- Get to know and understand your children and their interests
- Build positive relationships with all children
- Explicitly teach learning behaviours alongside managing misbehaviour
- Use classroom management strategies to support good classroom behaviour

### 2. Reactive

- Use simple approaches as part of your regular routine
- Praising positive behaviour
- Reprimand in private
- Praise in public
- Use targeted approaches to meet the needs of individual children

### 3. Implementation

- Consistency is key
- Know and understand your children, their influences and possible triggers – this will inform responses to behaviour
- Effective communication between key adults is vital

- Regularly, explicitly teach good learning behaviours alongside managing behaviour where necessary
- Consistently use the behaviour card system to manage behaviour (see Appendix 2)

Staff understand that relationships are the key to changing behaviour and that some children may require a differentiated response and additional supports which we provide through the SEND Code of Practice.

We understand that all behaviours are communication. Behaviour is learned in social situations and behaviour can be taught/changed. Children will need to regularly be taught and retaught behavioural expectations.

## EYFS

Within the Early Years Foundation Stage, we aim to set boundaries in a way which helps the child to develop a sense of the significance of their own behaviour and that of others around them. In EYFS we are concerned with safety, care and respect for each other. We keep our rules simple and ensure that these are age and stage appropriate. We regularly involve children in the process of setting classroom guidelines to encourage collaboration and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

## Rewards

- We recognise and reward learning and displaying of school values each week through our Star of the Week celebration certificate.
- Staff use verbal praise linking to our school values of Respect, Excellence, Collaboration, Independence, Perseverance, Equity, Leadership, Integrity and Care.
- Positive phone calls and emails to a parent are made by class teachers and the Senior Leadership Team.
- Daily praise and stickers for displaying 'green' behaviour.
- In Reception only we work towards earning a prize from the prize box after 5 days of staying on green.

Some Reception children who 'go above and beyond' with their behaviour will be recognised with their name written in the **golden** book. These children will demonstrate excellent behaviour **all** of the time and will be noticed by multiple members of staff.

## Consequences

Children who display undesirable behaviour, for example, by physically hurting another child or adult, or through inappropriate verbal interaction, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child. We inform parents if their child displays undesirable behaviour or if their child has been upset.

In all cases we deal with behaviour at the time of the behaviour. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and school. Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we may implement a personalised behaviour plan seeking support from the Pastoral Team.

In our Nursery and Reception classes a traffic light wall display is used to begin to introduce the language of the Good to be Green system. The colours of **green**, **yellow** and **red** will be used with the children. **Green** is good, and where all children start their day; if they end the day on green they will receive a sticker and lots of praise. If undesirable behaviour is displayed, then a verbal reminder will be given. Should behaviour

continue the child will be moved to **yellow** as a visual representation. Staff will intervene to give lots of encouragement to support the child back to green. However, should behaviour continue then the child will be moved to **red** as a visual representation. A red card will mean that the child has to sit on the red thinking spot straight away with a sand timer to think about making better choices. The length of time is equal to one minute for how old the child is, for example 4 minutes if the child is 4 years old. Some behaviours will be serious enough that a higher step will be instantly given.

### Enhanced Provision

In the Enhanced Provision we are concerned with safety, care and respect for each other. We keep our rules simple and ensure that these are developmentally appropriate. In all cases we deal with behaviour at the time of the behaviour. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and school.

Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we may implement a personalised behaviour plan seeking support from the Pastoral Team. If we continue to have concerns around dysregulation for children with EHCPs we can ask the Local Authority to call an early annual review.

In the event of a serious behaviour incident government guidelines will be followed to ensure the safety and wellbeing of everyone in the enhanced provision. This could mean that a fixed term suspension or a permanent exclusion could be issued.

### Years 1-6

At Chantry Community Primary School we use the Good to be Green system. A wall chart, as pictured, is hung discreetly in each classroom in Years 1-6.



### Rewards

At Chantry we foster a positive behaviour approach. Rewards are widely used. All Chantry children will be aware of how they can gain recognition for good effort and positive behaviour linked to our values.

- We recognise and reward learning and displaying of school values each week through our Star of the Week celebration certificate.
- Staff use verbal praise and award team points linking to our school values of Respect, Excellence, Collaboration, Independence, Perseverance, Equity, Leadership, Integrity and Care.
- Positive phone calls and emails to a parent are made by class teachers and the Senior Leadership Team.
- We use a Team Point system whereby the house with the most points is announced each week.
- All Children are allocated a team on admission to the school. They use these team for P.E activities and for Sports Day.
- Daily praise and stickers for displaying 'green' behaviour.
- Completed bookmark prize.
- Golden certificates and golden ties.

Some children who 'go above and beyond' with their behaviour will be recognised with their name written in the **golden** book. These children will demonstrate excellent behaviour **all** of the time and will be noticed by multiple members of staff. Behaviour will be monitored in all areas around the school and golden rewards given; see Appendix 1.

### Years 1/2/3

Children will be issued with a bookmark to record their green half days (lunchtime counts as the am



session). The bookmark has 30 spaces to record green behaviour (10 per week which is 2 per day). An adult will show a successful half green day using a stamper, sticker, green dot or initial. Once the bookmark is full, the child will have the opportunity to take this to an SLT member for a reward from the reward prize box. Once the bookmark is full, the child takes it home to share with their parent/carer for celebration. A new bookmark will be issued.

#### Years 4/5/6

Children will be issued with a bookmark to record their green days. The bookmark has 15 spaces to record a successful whole green day (this could be a stamper, sticker, green dot or initialed by an adult). Once the bookmark is full, the child will have the opportunity to take this to an SLT member for a reward from the reward prize box. Once the bookmark is full, the child takes it home to share with their parent/carer for celebration. A new bookmark will be issued.

### **Consequences**

At Chantry we use a card system approach to manage behaviour incidents. These are discussed with children and the chart referred to when teaching learning behaviours and managing undesirable behaviours. These strategies will support the needs of most children in the school and should be followed when dealing with inappropriate behaviour. A minority of children however will need a more tailored approach which may require reflection and adapting to the situation. Monitoring and evaluating behaviour through the use of ABC charts or Individual Behaviour Plans may be written for these children.

Some children require adaptations to be made to support their behaviour. This will be done in consultation with the pastoral team and SLT. These children will have bespoke sticker charts and work towards filling their charts with stickers linked with their interests. (75% of a daily sticker chart equates to a green on a bookmark). Their sticker chart is to be photocopied and a copy sent home each day. Parents/Carers can celebrate and additionally offer guidance and support for the next day in terms of positive behaviour to influence the number of stickers.

We recognise that unacceptable behaviour is often a stress reaction, and we respond calmly and sensitively to diffuse difficult situations and try to understand what the child is telling us. Consequence cards are given and changed privately by an adult so as not to embarrass or shame a child in front of others. We use positive behaviour management strategies to remind and encourage children to keep to our school values and to repair damage to relationships.

If a child displays unacceptable behaviour a verbal warning will be given at first. See Appendix 1, next a 'Stop and Think' card will be shown. This can be shown in two different ways; either by displaying the 'Stop and Think' card in the child's wallet in the Good to be Green wall chart or by showing the child the 'Stop and Think' card on the adult's lanyard. Each adult in school has these on their lanyard. If behaviour persists, then a **yellow** card is given to the child to encourage them to now change their behaviour. If behaviour continues, then a **red** card will be given; class teachers will inform the parent of the behaviour and there will be a loss of one breaktime with the class teacher. The last card that can be given is a **white** card; and only by a senior member of staff. All evidence including pupil voice will be gathered by the class adults and will be used to determine next steps. The aim is for the child to be supported to work on restorative actions such as apology letters or read social stories associated with their behaviours. Some behaviours are deemed so serious or persistently serious to necessitate a suspension or permanent exclusion being given. All recording of undesirable behaviour will be on Arbor (see Appendix 3).

The behaviour chart will be displayed in every classroom and work area and referred to throughout the school day.

There is a calm down space available to all children; children will be encouraged to use these if adults feel they need a time-limited break from the classroom. Additionally, children have the opportunity to access calm spaces within their classrooms. Use of these spaces will be used in a proactive way to deescalate situations and encourage self-regulation.

Every classroom and work space has a Zones of Regulation display which we encourage children to use throughout the day. See Appendix 4.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy.

## **Reasonable Handling**

On rare occasions, there may be circumstances when it is appropriate for staff to use reasonable handling in order to safeguard Children from harm. At Chantry, staff who are Team Teach trained may use trained guides or holds to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline within the classroom. Every effort will first be made to diffuse any behaviours using a range of strategies. In these circumstances, parents will be contacted and behaviours will be discussed. If physical guidance is required on further occasions, parents' consent will be sought and an Individual behaviour plan and / or handling plan will be created in conjunction with parents/children in individual cases. All incidents of reasonable handling will be logged in the Bound and Numbered Book.

The Head Teacher, and Deputy Head in their absence, may also use reasonable handling given the circumstances when conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, pornographic images, fireworks or articles that have been or could be used to commit an offence or cause harm. Reasonable handling cannot be used to search for items banned under school rules e.g. sweets and toys.

## **Bullying**

The physical and emotional well-being of our children is paramount. If a child hurts or bullies another child, the adult dealing with this situation must record this and pass immediately to a member of the Senior Leadership Team. The incident will be investigated and consequences imposed. This behaviour will be logged. The school does not tolerate bullying and if an act of bullying or intimidation of any kind has taken place, staff will act immediately to prevent any further incidents of such behaviour. Parents of children involved will be notified.

## **Suspensions and Exclusions**

Only the Head Teacher (Deputy Head with Head Teacher permission) has the power to suspend a child from the School. The Head Teacher may suspend the child for one or more fixed periods, for up to 45 days in any one academic year. The Head Teacher may also exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this after a full investigation.

If the Head Teacher suspends a child, parents will be informed immediately and given the reason for suspension. Parents will be provided with a written letter to advise of the suspension period, reason for suspension, date for reintegration meeting and appropriate work for the child to complete during

suspension.

The parent letter will make it clear to the parents that the Local Governing Body (LGB) must consider any representations made by parents. This highlights an important aspect of the exclusion process. When notifying parents about a suspension or permanent exclusion, the Head Teacher must communicate that parents have the right to make representations to the Local Governing Body (LGB). The LGB is responsible for reviewing these representations and ensuring that the exclusion decision has been made fairly, lawfully, and in line with school policies and statutory guidance. This step ensures transparency and allows parents to express any concerns or provide additional context about the situation, further reinforcing the fairness of the process.

The Local Governing Body has a key responsibility in considering whether excluded children should be reinstated or the exclusion be upheld. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

The Local Governing Body has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements of the LGB to consider the reinstatement of a suspended or permanently excluded children depend upon a number of factors. The LGB must consider and decide within 15 school days of receiving notice of a suspension or permanent exclusion from the Head Teacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the child's total number of school days out of school to more than 15 in a term;
- it would result in the children missing a public examination or national curriculum test

If a child is suspended for 6 or more days, it is the school's requirement to provide full-time education for the child. This ensures that their learning is not severely disrupted during the suspension period. This will be typically arranged in either of these ways:

1. **Alternative Provision:** accessing learning at an alternative school locally or within Trust.
2. **Remote Learning:** If in-person attendance at an alternative provision isn't possible, remote or paper based learning will be provided in the form of work packs, online assignments, or access to virtual classrooms to ensure the child continues to make progress.

## Monitoring

The Head Teacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Head Teacher reports to the Local Governing Body (LGB) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

In September 2023, Chantry Community Primary School fully transitioned to Arbor as a way of recording and logging all behaviour digitally. This enables accurate tracking and monitoring of behaviour over periods of time.

The school keeps a record of any child who is suspended for a fixed – term, or who is permanently excluded. It is the responsibility of the Local Governing Body (LGB) to monitor the rate of fixed term suspensions and permanent exclusions, and to ensure that the policy is administered fairly and consistently.

## Behaviour Cards - Appendix 1

| Possible Behaviours  | Behaviour Card             | Rewards and Consequences  |
|--|----------------------------|---|
| My behaviour is excellent <b>all</b> of the time<br>Lots of adults have noticed my behaviour   | <b>GOLD CARD</b>           | Golden Postcard<br>Name in Golden Book<br>Newsletter recognition<br>Chance to receive a golden tie at the end of the year<br>SLT acknowledgement  |
| My behaviour is good because I am doing what my adult is asking me to do   | <b>GREEN CARD</b>          | Stickers<br>Postcards<br>Certificates<br>In class rewards<br>SLT acknowledgement  |
| <b>VERBAL REMINDER</b>   |                            |   |
| I am not doing what my adult is asking me to do<br>I am talking when I am not supposed to<br>I am not on task<br>I am displaying silly behaviour<br>I am distracting others      | <b>STOP AND THINK CARD</b> | Verbal encouragement<br>Reminders<br>Prompts  |
| Any continuation of Stop and Think card behaviour  | <b>YELLOW CARD</b>         | Verbal encouragement<br>Reminders<br>Prompts  |
| Any continuation of yellow card behaviour<br>I have left the classroom without permission  | <b>RED CARD</b>            | I will lose one playtime  |
| I have physically hurt someone<br>I have been spitting<br>I have used racist or homophobic language<br>I have been bullying another child in school<br>Damage to school property | <b>WHITE CARD</b>          | An SLT member will tell me my consequence<br>I will be supported to change my behaviour by using different pastoral strategies<br>Loss of playtime(s) and lunchtime(s)<br>Internal and external suspensions |

## Home School Agreement - Appendix 2

|  |  |   |
|--|--|---|
| <p>CHANTRY COMMUNITY PRIMARY SCHOOL<br/>HOME/SCHOOL AGREEMENT</p> <p>Child's Name: _____</p> <p>Class: _____</p> <p><b>Agreement of child:</b></p> <p><i>So I can learn at school I will:</i></p> <ul style="list-style-type: none"> <li>• Come to school every day.</li> <li>• Always try to enjoy school and help others to do the same.</li> <li>• Do my best in lessons.</li> <li>• Wear school uniform and bring my PE kit.</li> <li>• Do my best to respect the rights of others and take responsibility for my actions</li> <li>• Tell an adult if I am sad or need help.</li> </ul> <p>Signature (Child): _____</p> <p>Date: _____</p> | <p>CHANTRY COMMUNITY PRIMARY SCHOOL<br/>HOME/SCHOOL AGREEMENT</p> <p><b>Agreement of Chantry Community Primary School:</b></p> <p><i>To help your child learn at Chantry we will:</i></p> <ul style="list-style-type: none"> <li>• Provide a safe place to learn.</li> <li>• Provide a safe friendly atmosphere.</li> <li>• Foster feelings of confidence, self-worth and belonging.</li> <li>• Deliver a balanced carefully planned curriculum which meets the needs of individual children.</li> <li>• Provide a range of extra curricular activities.</li> <li>• Provide home activities to support learning whenever it is appropriate.</li> <li>• Share information about your child and the school.</li> <li>• Ensure that staff are kept up-to-date on important educational developments and initiatives.</li> </ul> <p>Signature (Head Teacher): _____</p> <p>Date: _____</p> | <p>CHANTRY COMMUNITY PRIMARY SCHOOL<br/>HOME/SCHOOL AGREEMENT</p> <p><b>Agreement of parent(s)/ carer(s):</b></p> <p><i>To help my child learn at Chantry I/we will:</i></p> <ul style="list-style-type: none"> <li>• Ensure that my/our child comes to school every day and on time.</li> <li>• Ensure that my/our child wears full school uniform and has the appropriate PE kit.</li> <li>• Support the school's policies and guidelines on behavior and equal opportunities.</li> <li>• Support my/our child with any home learning tasks.</li> <li>• Make sure my/our child goes to bed at a reasonable time on weekdays.</li> <li>• Attend parents' evenings and any other meetings about my/our child's progress or behavior.</li> </ul> <p>Signature (Parent(s)/Carer(s)): _____</p> <p>Date: _____</p> |
|--|--|---|

## Recording Behaviour on Arbor - Appendix 3

### Best Practice for Recording Incidents on Arbor

- Record the incident chronologically (in the order it happened).
- Include timings for each part of the incident where possible.
- Use bullet points or numbered steps to help you to keep a clear chronology of the event. It's ok to note the event on paper and transfer it to Arbor once you have the opportunity to access it as it is often difficult to remember the details. The paper can then be destroyed.
- If you write the Children's exact words, use inverted commas to show they are the actual words said by the child e.g. Ben Smith said, 'You're such a loser, go away!'
- Do not include your own thoughts and opinions concerning the child's behaviour e.g. Ben Smith was being incredibly rude. You should purely state what the child was doing. e.g. Ben Smith shouted, 'I don't care!'; stood up; left the classroom and closed the door with more force than needed behind him
- Avoid using words to alter the meaning of the action e.g. he stormed off. This could be written differently: Ben Smith walked away stamping his feet with a red face.

#### Example 1:

- 1) 11.03am: Ben was playing football on the field.
- 2) 11. 05am: Ben slide tackled James.
- 3) James got up and pushed Ben. He shouted, 'What did you do that for?'
- 4) Ben pushed him back and shouted, 'You always do it!' and shoved him back.
- 5) I approached the boys. James shouted, 'He gets away with everything!' and went to the bottom of the field and down the bank.
- 6) 11.10am: I kept James in view for the remainder of breaktime. Ben continued to play football.
- 7) 11.15am: Once the whistle had been blown, James returned to join his class.
- 8) I informed the class teacher as she collected the class.

It will sometime be necessary to take witness statements from Children if you did not see the incident. This will need to be handwritten/typed then added to Arbor as soon as you get the chance. Below you will find an example of how to record an incident that involves eye witness accounts:

#### Example 2:

- 1) At 12.45pm, Ben told me that James had pushed Michael. I did not see this happen.
- 2) Ben said, 'James had the ball and was running down the wing. It went off the pitch so Michael said that it was his throw in. James didn't agree. He got in Michael's face and told him he should have gone to Specsavers and pushed him.'
- 3) James said, 'I had the ball. I was running down the wing. Michael knew I was going to score so he told everyone the ball went off the pitch. It didn't. James said that he pushed him, but didn't say that Michael should have gone to Specsavers.'
- 4) Michael said, 'James had the ball. I saw it go off the pitch. It was our throw in. They were losing. He wanted to score so he wouldn't let us have the throw in. James told me I should have gone to Specsavers then he pushed me. That's when Ben came to tell you.'
- 5) As there were discrepancies in what the boys had said, I spoke to Harry as he was an eye witness. He said that James did say that Be should have gone to Specsavers.
- 6) Shane also confirmed that he heard James say that Michael should have gone to Specsavers

## Appendix 4 - Behaviours and Consequences 2025

| Level   | Unacceptable / Inappropriate Behaviours  | Person responsible  | Responses / Consequences<br>The adult can choose from...   |
|---|--|---|--|
| <b>Level 1 Verbal Reminder</b><br><i>Then Stop &amp; Think Card</i><br>Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level). | <ul style="list-style-type: none"> <li>Distracting other children /teacher</li> <li>Calling out</li> <li>Failing to listen</li> <li>Standing in the incorrect place in the line</li> <li>Failing to come in when called after playtime</li> <li>Teasing</li> <li>Snatching</li> <li>Lack of care about classroom/hall/other school areas</li> <li>Throwing sand/water/toys/other objects</li> <li>Mishandling books</li> <li>Running within the school building</li> <li>Talking over the teacher</li> <li>Disruption while children are working</li> <li>Attention-seeking/ "winding up" other children</li> <li>Making inappropriate noises</li> <li>Tale-telling</li> <li>Not settling ready for learning</li> <li>Refusing to follow general instructions</li> </ul> | Leading school member reporting to class teacher<br><br>Class Teacher to lead on behaviour  | <ul style="list-style-type: none"> <li>Desired/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1).</li> <li>Misbehaviours pre-empted, diverted away from.</li> <li>Positive reinforcement of desired behaviour.</li> <li>Clear, consistent boundaries</li> <li>2 choices - direct and deferred choices</li> <li>Common language, consistent use of mini scripts</li> <li>Tactical ignoring</li> <li>Proximity</li> <li>Tactical pausing</li> <li>Non-verbal cueing</li> <li>'Take up time'</li> <li>Behavioural direction</li> <li>Rule reminder</li> <li>Distraction/ diversion</li> <li>Direct questions Use "what", "when", "how" or "where?"</li> <li>Avoid "why?" or "are you"?</li> <li>Partial agreement and refocusing</li> <li>Assertive comment- direction – command</li> <li>Avoid "please", "use thank you"</li> <li>Reminder about consequences and rewards.</li> </ul> |
| <b>Level 2 Yellow Card</b><br>Behaviour that requires a consequence or response - because of its intensity or frequency.  | <ul style="list-style-type: none"> <li>Behaviours persisting despite Level 1 intervention</li> <li>Consistent/repetition of Level 1 behaviour</li> <li>Repeatedly ignoring adult requests/instructions, arguing back, lying, defiance</li> <li>Deliberate shouting out, running about, pushing in, etc.</li> <li>Deliberately with-holding resources from other children</li> <li>Accidental contact - pushing/pulling/inappropriate force when playing, etc.</li> </ul>   | Leading school member reporting to class teacher.<br><br>Class Teacher to lead on behaviour | <ul style="list-style-type: none"> <li>Consistent use of the above strategies.</li> <li>Cool down time</li> <li>Work out resolution with the child, e.g. letter of apology, clearing up of mess.</li> <li>Choice directed</li> <li>Consequences as immediate as possible in order to be fully effective.</li> <li>Loss of privileges</li> </ul>  |

|   |  |  |   |
|---|--|--|---|
| <p><b>Level 3<br/>Red Card</b></p> <p>Behaviour that requires a consequence or response - because of its intensity or frequency.</p> <p>Class teacher to record behaviours on Arbor.</p>  | <ul style="list-style-type: none"> <li>Following investigation, minor deliberate physical contact e.g playing tag, wrestling</li> <li>Leaving classroom without permission</li> <li>Damaging school property e.g. tearing a book, breaking a pencil or snapping a ruler.</li> <li>Provoked retaliatory behaviour</li> <li>Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class</li> <li>Theft</li> </ul>   | <p>Leading school member reporting to class teacher.</p> <p>Class Teacher to lead on behaviour</p> | <ul style="list-style-type: none"> <li>Loss of breaktime with class teacher.</li> <li>Consistent use of strategies as above.</li> <li>Informal chat with parent/carer.</li> <li>Reinforcement of school rules.</li> <li>Loss of privileges.</li> <li>Cool down time</li> <li>Work out resolution with the child, e.g. letter of apology, clearing up of mess.</li> </ul>  |
| <p><b>Level 4<br/>White Card</b></p> <p><b>SLT can only give white cards</b></p> <p>Behaviours that may require immediate removal from class. SLT is involved and incident requires formal follow up. Incident recorded on Arbor and CPOMS. If Handling was applied – the Red Book needs to be completed the same day</p> | <ul style="list-style-type: none"> <li>Deliberate physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others</li> <li>Deliberate vandalism and damage to school property</li> <li>Misuse of equipment or property e.g. toilets</li> <li>Misuse of resources such as scissors which causes harm to others</li> <li>Verbal abuse – deliberate swearing, racism, sexism and offensive name-calling, homophobic language or other bullying or harassment</li> <li>Persistent continuation of level 3 behaviour</li> </ul> | <p>Teaching staff</p> <p>Incidents reported immediately to SLT</p>                                 | <ul style="list-style-type: none"> <li>Child taken to a place of safety by adult (or other children removed from classroom) until child has calmed down.</li> <li>Withdrawal from classroom to work in a designated area/ another class/ year group</li> <li>In-school suspension</li> <li>Internal suspension in another trust school</li> <li>Parent/carer informed immediately – meeting to discuss way forward.</li> <li>Parent/carer informed through more formal discussion.</li> <li>Parents informed and given an opportunity to support their child in school if appropriate (phone call conversation with a child, brief visit to school)</li> <li>Loss of breaktimes and lunchtimes.</li> <li>After school detentions.</li> <li>Behaviour Support Plan put in place (involving parents/carers, teacher and SLT member – targets and review dates set)-plan to be shared with relevant staff and consistently followed</li> <li>Referral to Inclusion Team (SEN/Pastoral referral)</li> <li>Positive Handling Plan agreed and signed by parents (child to be involved)</li> </ul> |




















|   |  |  |   |
|---|--|--|---|
|   |  |  | <ul style="list-style-type: none"> <li>• Individual Risk Assessment to be completed and shared with parents and the child.</li> <li>• Social stories</li> <li>• Add to CPOMS</li> </ul>                                   |
| <p><b>Level 5: White Card+</b></p> <p>Behaviours that require immediate involvement from the Head Teacher.</p> <p>Incident recorded on Arbor. If Positive Handling was applied – the Red Book needs to be completed the same day.</p> | <ul style="list-style-type: none"> <li>• Repeated and persistent level 3 or 4 behaviours throughout a day</li> <li>• Repeated level 4 behaviour within 2 weeks</li> <li>• One off physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult</li> <li>• Throwing or breaking furniture or large equipment, vandalism.</li> <li>• Intense or repeated verbal abuse – swearing, racism, sexism and offensive name-calling</li> <li>• Dangerous behaviour (to self and others) e.g.- climbing fence/gate, running out of designated area making it difficult to ‘have eyes on’</li> <li>• Physical attack on another pupil leading to injury and the need for first aid</li> <li>• Physical assault against an adult leading to injury and the need for first aid</li> <li>• Premeditated theft from school or an adult</li> <li>• Severe and constant disruption / complete defiance</li> <li>• Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying</li> <li>• Racist, homophobic, sexual misconduct or use of other derogatory language</li> <li>• Threatening behaviour towards another pupil or adult</li> <li>• Making unsubstantiated accusations towards adults</li> <li>• Extreme and/or repeated physical bullying</li> <li>• Extreme and/or repeated vandalism</li> <li>• Bringing a weapon or an item that can be used as a weapon into school</li> <li>• Leaving site without permission (away from immediate boundaries)</li> <li>• Bringing vapes, smoking/vaping and/or encouraging others to do so</li> <li>• Bringing drugs or other illegal substances into school</li> </ul> | <p>Teaching staff to immediately report to SLT and HT.</p> <p>Final decision regarding consequences is made by HT.</p> | <p>Fixed Term suspension.<br/>Permanent exclusion.</p> <p>This list is not exhaustive or limited to. When deciding to issue a Fixed Term or Permanent Exclusion, the Head Teacher follows the DfE statutory guidance.</p> |

|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>One off serious breach or persistent breaches of the school's behaviour policy</li> </ul> |  |  |
|--|--|--|--|

Zones of Regulation - Appendix 5

The **ZONES** of Regulation®



|  |   |  |   |
|--|---|--|---|
| <div></div> <div><b>BLUE ZONE</b><br/><br/>Sad<br/>Sick<br/>Tired<br/>Bored<br/><br/>Moving Slowly</div> | <div></div> <div><b>GREEN ZONE</b><br/><br/>Happy<br/>Calm<br/>Feeling Okay<br/>Focused<br/><br/>Ready to Learn</div> | <div></div> <div><b>YELLOW ZONE</b><br/><br/>Frustrated<br/>Worried<br/>Silly/Wiggly<br/>Excited<br/><br/>Loss of Some Control</div> | <div></div> <div><b>RED ZONE</b><br/><br/>Mad/Angry<br/>Mean<br/>Terrified<br/>Yelling/Hitting<br/>Out of Control</div> |
|--|---|--|---|