

## **St Chad's Patchway CE VC Primary School**

### **Behaviour policy**

*'Learning to love, loving to learn'*

#### **Rationale**

At St Chad's Primary School, we strive to create a nurturing and supportive environment where all children feel valued, safe, and respected. We foster positive behaviours that promote learning, well-being, and personal development all whilst working towards our school vision of 'Learning to love, loving to learn'. We aim, through our vision and Christian values, to move children past 'acting' a certain way and into being people who are proud to be themselves, are supportive of others and are confident in knowing the positive effect they can have on the world.

<https://www.stchadsprimaryschool.co.uk/vision-and-values/>

This policy aims to encourage children to take responsibility for their actions and to celebrate success through a variety of incentives, ensuring every child has the opportunity to thrive both academically, socially and emotionally.

#### **School Rules**

At St Chad's Primary School, we follow three simple but important school rules:

- **Ready:** Be prepared to learn, listen, and give your best effort;
- **Respectful:** Treat others with kindness, consideration, and honesty;
- **Safe:** Act in ways that keep yourself and others safe, both physically and emotionally.

We aim for children to leave St Chad's being able to function successfully within the world they live and will live in as they grow. To enable them to do so, we support them to understand the way we all fit together and how actions impact them directly and those that are around them.

#### **Aims of the Positive Behaviour Policy**

- To promote a positive, inclusive learning environment where every child can succeed;
- To celebrate and reward positive behaviour, effort, and achievement;
- To provide clear expectations for behaviour and ensure all children understand them;
- To involve parents/carers in supporting positive behaviour development;
- To foster an atmosphere where children feel safe, valued, and encouraged to do their best.

#### **Expectations of Behaviour**

All members of St Chad's Primary School are expected to demonstrate positive behaviour in several ways:

- Listening to others;
- Showing respect for peers, staff, and the school environment;
- Using polite language and displaying good manners;
- Engaging positively with learning;
- Working collaboratively with others and respecting personal space;
- Taking responsibility for one's actions and making positive choices.

Good pupil behaviour and personal discipline creates a foundation for effective teaching and learning. Children's personal, social and emotional development and individual needs are valued and taken into consideration in order to promote high self-esteem and a self-disciplined approach to all aspects of school life. The children should understand that their behaviour is a direct consequence of the decisions they make in order to be prepared for later life. St Chad's Patchway CE VC Primary School has high expectations of behaviour both in and out of school.

The school expects:

- all children to show respect and courtesy towards each other, staff and other adults;
- parents to encourage their children to show that respect and support the school's approach to behaviour;
- all staff and adults in school to follow all appropriate guidelines and develop an ethos of good behaviour.

The school's behaviour management policy is characterised by:

- Clearly communicated expectations (Behaviour code, rewards and sanctions);
- The presence of positive role models;
- Positive reinforcement of good behaviour;
- A shared commitment to school vision and values;
- A consistent approach by all members of the team;
- Strong parent partnership;
- Effective liaison with external agencies, where required;
- A recognition of individual needs within the boundaries of safety of themselves and others.

### **Principles of practice**

- All children will adhere to the school's Behaviour Code of which the whole school community will be aware,
- A clearly defined system of rewards and sanctions will support the Behaviour Code,
- The partnership between child, parent and school in all these matters, will be encouraged through regular communication, including the home school agreement,
- Each class will negotiate their own set of class rules/ a class charter annually linked to whole school expectations, this negotiation is part of the class taking ownership (to be clearly displayed)
- Through a variety of experiences (I.C.A., R.E., P.S.H.E., personal incidents, circle time and school and class councils, collective worship etc) the children will be taught to appreciate and understand the rights and entitlements of all in addition to the effect they have on the environment and the people around them,
- Sufficient time will be given to resolve bullying through counselling and consultation, involving all parties concerned.
- Staff will all demonstrate the behaviours expected in children: respect, tolerance, empathy, understanding, concern for others and the desire to make the school a better place for everyone.
- Behaviour will be taught explicitly in the ways described above and implicitly with every action the staff take and the children are encouraged to take.

### **Guidelines**

In practice:

- The whole school Behaviour Code (Appendix 1) is communicated to the children early on in term one,
- Teachers may negotiate a set of age appropriate class rules/ a charter, based on the Behaviour Code.
- Adherence to the Behaviour Code is celebrated in each class with certificates, individual rewards, praise, note home to parents, public recognition etc.

- Praise and encouragement is given to the children to reinforce good behaviour. All adults in school seek opportunities to positively reinforce good behaviour.
- Misbehaviour is tracked within the class, and by the SLT through the use of a Behaviour Tracking System (CPOMS), where actions are recorded. This is used to monitor the type and frequency of events. Based on this, additional action and intervention can be triggered and will be looked at on a case by case basis.
- If children do not adhere to the Behaviour Code the following sanctions apply which change slightly as the children move through the school or may be adapted to meet individual children's specific needs, but follow the same basic principle:

## **Systems for Recognising and Celebrating Success**

### **1. Class Dojo**

Class Dojo is a powerful tool used to encourage and track positive behaviour in the classroom. Each child will have a personal avatar on Class Dojo, where they can earn points for displaying positive behaviours. Points are awarded for actions such as:

- Being ready to learn;
- Actively participating in lessons;
- Being respectful by helping others and being a positive role model;
- Demonstrating our school's termly value.

At the end of each week, house captains will collect in Dojo points, and those with the most points will be celebrated in assembly. Class Dojo also enables easy communication between teachers and parents to highlight success and areas for growth.

### **2. House Points**

St Chad's Primary School operates a house system to foster teamwork and encourage friendly competition. Dojo points are collected by the house captains weekly. House teams run across all year groups and give children an opportunity to work with peers from other year groups. Children are placed into one of four houses:

- **Wesley**
- **Brunel**
- **Banksy**
- **Cabot**

The House team with the most house points at the end of each academic year will receive first choice of a range of celebratory off-timetable activities.

### **3. ICA (I Can Achieve) Assemblies and Awards**

Weekly celebration assemblies will be held to recognise individual achievements, team efforts, and acts of kindness. These assemblies will highlight:

- **An ICA winner for each class**
- **Reading Punch Card Rewards**
- **Out of School Achievements**
- **House Team Winners of the Week**

Each child will receive recognition for their personal achievements, with certificates and small rewards given to reinforce the positive behaviours we aim to promote.

## **Encouraging Positive Behaviour**

- **Positive Reinforcement:** Through verbal praise, stickers and sharing of achievements, e.g. sending them with their work to show another class / the Headteacher.
- **Rewarding Dojo Points:** These can be given for a variety of different reasons and parents are automatically notified when their children receive a Dojo.
- **Communication with Home:** This can be done through Class Dojo, a phone call, a note or a verbal comment at the end of the day.

## Supporting Behaviour Development

When behavioural concerns arise, staff will work closely with the child to identify the root cause of the issue and to find appropriate solutions. This may include:

- One-on-one discussions with the child to explore feelings and reasons behind the behaviour;
- Collaboration with parents to support the child at home and school;
- Setting individual targets for improvement and celebrating progress;
- Taking advice from appropriate external professionals;
- Adapting learning environments, timetables and resources to make reasonable adjustments to support children's individual needs.

All classrooms have a 'Calm Corner' where children can go to regulate their emotions and all have strategies and resources provided within them to support self-regulation. Children at St Chad's learn about 'The Zones of Regulation' and how to use the 'Calm Corner' is taught within this learning.

## Sanctions for Unacceptable Behaviour

Although the emphasis is on positive behaviour, it is important to address unacceptable behaviours that undermine the ethos of the school. These may include:

- Disruptive behaviour in class;
- Bullying or discrimination;
- Aggressive or unsafe behaviour.

Sanctions will be applied consistently, fairly, and in line with the seriousness of the behaviour, including:

- Expectation reminders;
- A verbal warning;
- Time-out / time spent in another class to reflect on behaviour;
- Loss of some break time;
- Meeting with parents to discuss strategies for improvement;
- Being sent to a Senior Leader.

This is explained more clearly in Appendix 2 and 3.

- If children misbehave at lunchtime or playtimes the above actions are still followed. Work is undertaken each year to align expectations between the individual staff members to create a homogeneous system. See appendix 2 and 3.
- These sanctions are clearly understood by each class and agreed by the children prior to implementation.
- Parents are made aware of expectations of behaviour through this document, through the website, newsletters and parent-teacher meetings.
- Parents are informed at the earliest possible opportunity if the class teacher is concerned about a child's behaviour (where this behaviour falls outside of the expected day to day classroom / school management), equally, parents are informed when progress and positives occur above and beyond predicted progress.

- Advice is sought should a child's behaviour continue to cause concern. Parents and school staff are required to work in close partnership with external agencies to implement and monitor the effectiveness of recommended strategies, details of which are confidential to the appropriate parties.
- All staff consider the effective management of behaviour, both in staff meetings and through professional development opportunities.
- Where instances of inappropriate behaviour outside of school premises are reported to school staff, they will be addressed.

In exceptional circumstances when all other measures have been tried or when a child assaults another or puts the safety of themselves, other children and staff at risk then a suspension or ultimately a permanent exclusion may be applied. Exclusion is a last resort and the school will in all instances seek advice from outside agencies and follow the DfE (Department for Education) exclusion guidance.

### **Use of reasonable force**

The school and governing body complies with Use of Reasonable Force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Key points:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force.
- The senior management team will support their staff when they use this power.

All school staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

At this school, reasonable force may be used in the following circumstances:

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a child leaving the classroom where allowing the children to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- To restrain a child at risk of harming themselves through physical outbursts.

The use of any kind of physical intervention is a last resort and will only be used when the practitioner makes the decision that it is entirely necessary. Staff are asked to read the DfE guidance as part of their induction <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> or at a subsequent point if they joined the school before its publication.

Where possible, a number of staff will be Team Teach trained.

### **Behaviour Tracking System**

As stated above, all class teachers keep records of any ongoing behaviour concerns on CPOMS above that which one would expect within a primary school setting.

As described in the guidelines section, a close working relationship is key and if a class teacher has concerns about a child's behaviour they will make every effort to start a proactive dialogue with parent/s / carers. The same is true if a teacher is especially pleased with a child's behaviour or actions. It is expected that if a teacher is keeping any notes on behaviour, that parent/s / carers have been involved and are aware of the teacher's concerns.

Any member of staff that decides a child's behaviour is serious enough to be taken to a Senior Leader, must make an accurate record of the events as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location and this must include any further investigations they have undertaken and what action if any has been taken so far. All records must be uploaded to CPOMS (alerting the Headteacher if it is not the Headteacher that the child has been sent to). The Senior Leader will then follow the actions as set out later in this document to satisfactorily conclude the events.

Once a child has been sent to a senior leader, this is deemed a serious behaviour incident and will be recorded as such. The Senior Leader will make notes on the events and outcomes and this will be recorded on CPOMS to ensure that behaviour (and other areas of concern) are tracked through school and beyond.

Staff will be made aware of any CP / safeguarding / behaviour or other concerns as part of their induction and hand up.

The school will make reasonable adjustments for disabled children and children with SEN.

## **Role of Parents**

We believe that working in partnership with parents is essential to ensure that children develop positive behaviour both at school and at home. We encourage parents to:

- Engage with Class Dojo to track their child's progress and celebrate achievements
- Support the school's expectations of behaviour by reinforcing them at home
- Attend meetings with teachers when necessary to discuss behavioural concerns or to celebrate successes

## **Conclusion**

At St Chad's Primary School, we are committed to creating a positive and inclusive school community where all children feel motivated and supported to achieve their best through the use of Class Dojo / house points and regular celebrations of success, we aim to foster a sense of belonging, responsibility, and pride in every child.

**Together, we build learners who are learning to love and loving to learn.**

This policy is to be read in conjunction with the school's anti-bullying policy, Inclusion policy, Single Equality policy, Exclusions policy and Safeguarding policy/Child Protection policy.

Reviewed: April 2025

To be reviewed: April 2026

- Be ready
- Be respectful
- Be safe

General, early stages		
Praise for positives, reminding of the rules, speaking quietly, pointing out of other child's behaviour, refocusing, use of eye contact, specific gentle warning etc.	For low level distractions / disruption. If action fails to change behaviour, move to pre stage one.	No loss of privileges.

Pre stage one		
Clear verbal warning.  This stage is a warning.	<p>Make clear:</p> <ul style="list-style-type: none"> <li>The unacceptable behaviour and the school rule it breaks,</li> <li>The choice the child has at this point (change behaviour or choose the next most appropriate consequence)</li> <li>What behaviour you want to see and what will happen next time should the behaviour not change (next stage)</li> </ul> <p>Where possible, warnings should be given to a child with regard to their privacy and feelings, i.e. no overly public 'telling off'.</p>	No loss of privileges.

Stage One	
<p>As in stage one.</p> <p>Depending on the behaviour and where it is occurring, move to another seat or space in the room. At play times, this will mean the pupil standing with one of the adults on duty for a period of time or having a restorative conversation with a staff member inside. The time should be left to professional judgement. The appropriate adults (class teacher) will be informed to follow up with behaviour discussions in class settings.</p>	5 minutes of break time to be lost.

Stage Two	
<p>As in stage one and two.</p> <p>The child will be given time to work on their own. This will lead also to a loss of break time, often to complete work or to continue with work. At play and lunch time, they will spend that time either with the adult on duty, or be sent in for that length of time and the appropriate adults (class teacher) will be informed to follow up with behaviour discussions in class settings.</p>	<p>A period of break to be lost.</p> <p>Thought to be given to the child's wellbeing, e.g. toilet, drinks etc.</p>

Stage Three	
<p>As in previous stages.</p> <p>Child to be sent to another class for a fixed period of time, with work.</p> <p>On child's return, make sure they know the behaviour they exhibited and why it was not correct and what behaviour they need to now display to avoid moving to any further stages.</p> <p>If on play or lunchtimes, the child will be sent in to miss the playtimes and the appropriate adults (class teacher) will be informed to follow up with behaviour discussions in class settings. Thought to be given to the child's wellbeing, e.g. toilet, drinks etc.</p> <p>It is advised that the class teacher keeps notes at this point on CPOMS.</p>	

Stage Four	
<p>As in previous stages.</p> <p>Sent to the Headteacher or other Senior Leader. The Senior Leader will make a record of the actions and chart the behaviour of the child on CPOMS. Time will be spent discussing actions and consequences and ensuring the child understands why they have got to this stage, the choices they did make and the choices in future they need to make.</p> <p>Teachers will inform parents of this action at the discretion of the class teacher, case dependant.</p> <p>The Senior Leader will make notes regarding the incident, investigation, sanctions and outcome on CPOMS.</p>	<p>Due to the severity of the nature of this stage, large amounts of break times, or multiple break times will be lost. Up to the discretion of the professional.</p> <p>Thought to be given to the child's wellbeing, eg toilet, drinks etc.</p>

Stage Five (Five crosses)	
<p>As in previous stages.</p> <p>Parents will be called to school at this point and will meet with the Senior Leader.</p>	Internal exclusion or external suspension



The Senior Leader will make notes regarding the incident, investigation, sanctions and outcome on CPOMS.	is most likely to be used at this point.
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Stage Six		
Exclusion	Serious incident will result in suspension or exclusion.	

Children will not always travel in a linear progression through each stage. The professional reserves the right to make a decision based on the severity of the behaviour as to the response.

Appendix 3  
 Rewards procedure St Chad's Patchway CE VC Primary School

General		Suggested rewards
Praise for positives, congratulations, thumbs up, recognition of behaviour or work, positive feedback.	For general good / positive behaviour, including good involvement in class; demonstrating politeness / helpfulness; good answers / ideas / effort / work; following the school rules and values. Make clear to the child (and the rest of the class as appropriate) why the praise was given.	Praise. Dojo points. House points.
Pre stage one		Suggested rewards
Repeated demonstration of the behaviours as described above or a specific action or item of work, which shows something out of the ordinary.		As above, plus stickers or other class specific rewards
Stage one		Suggested rewards
Repeated demonstration of the behaviours as described above or a specific action or item of work, which shows something out of the ordinary.		As above, plus certificate, sharing of achievements, class reward such as first in the line, an additional responsibility, message to parent/carer.
Stage two		Suggested rewards
Repeated demonstration of the behaviours as described above or a specific action or item of work, which shows something out of the ordinary.		Celebrated on a Friday in ICA (I can achieve assembly). Parents may be informed.
Stage three		Suggested rewards
Repeated demonstration of the behaviours as described above or a specific action or item of work, which shows something out of the ordinary.		Sent to Head for celebration and reward. Parents to be informed.
Stage four		Suggested rewards
Repeated demonstration of the behaviours as described above or a specific action or item of work, which shows something out of the ordinary.		Extra playtime for the class to be supervised by class teacher or other reward publically given (for example, mention in the newsletter).

Children will not always travel in a linear progression through each stage. The professional reserves the right to make a decision based on the severity of the behaviour as to the response.