Viking Academy Trust

Behaviour Policy

Chilton Primary School

The VIKING ACADEMY TRUST Behaviour Policy for Chilton Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 1 2023

Reviewed annually: Term 1

Last review date: Term 1 2024

Signed   Chair of Trust

Behaviour Policy

The Viking Academy Trust

Chilton Primary School

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Behaviour Policy is specific to Chilton Primary School

1. Purpose

The purpose of the behaviour policy is to outline the expected standard of behaviour from all children attending Chilton Primary School so that every learner can succeed in a safe and calm environment. The policy details school ethos and how children and staff should conduct themselves and apply and respond to the behaviour policy so that every child can meet their potential.

The policy outlines how Chilton will:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying and child-on-child abuse
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Behaviour Principles:
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff

- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and Guidance

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour in Schools Guidance 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education 2024
- Preventing and Tackling Bullying 2017
- Behaviour and Discipline in Schools: Guide for Governing Bodies
- Mental Health and Behaviour in Schools
- School suspension and exclusions

It is also based on the special educational needs and disability (SEND) code of practice.
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 pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Child on Child Abuse

As outlined in Keeping Keeping Children Safe in Education 2024, child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this

may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating aperson into a group and may also include an online element)This behaviour policy treats child-on-child abuse as serious misconduct and outlines sanctions in response.

4. Bullying

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, name calling, mocking, gossiping, spreading hurtful and/or untruthful rumours, taunting, making offensive comments

Physical	Hitting, kicking, pushing, taking or hiding another's belongings, any use of violence

Racial/Faith/Cultural	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying / online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The definitions above are covered and expanded upon in full in our Anti Bullying Policy which also outlines the school response to tackling and preventing bullying. This behaviour policy is designed in conjunction with the Anti Bullying Policy.

5. Leadership and Management

5.1 The governing board
The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation. Termly behaviour overviews will be reported to the governing body by the Head of School.

5.2 The Head of School
The Head of School is responsible for the successful implementation and review of this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Behaviour issues are recorded on Bromcom and the monitoring of this system is the responsibility of the Head of School. Recorded incidents will be reviewed daily and appropriate response / action will be taken as a result.

5.3 Senior and Wider Leaders
The Deputy Head, Assistant Head & Inclusion Lead, Phase Leaders and Curriculum Leaders will support the Head of School and school staff in the effective

implementation of this policy. They will support colleagues to ensure that it is consistently applied.

5.4 Staff

ALL Staff are responsible for:

- Building positive relationships with children
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.5 Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy and code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Positive Relationships

Fundamental to the success of any behaviour management approach is the foundation of positive relationships between adults and children within a school setting. EEF Research outlines that *"Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to Misbehaviour. Every pupil should have a supportive relationship with a member of school staff".*

Class based staff will ensure that they take action to build positive relationships with children and understand their influences. This will be achieved by:

- Meeting and greeting children at the classroom door every morning
- Using class and curriculum opportunities to get to know children
- Listening to children
- Use systems and reward to include and motivate all children
- Communicate regularly with parents
- Explicitly teaching the norms of good conduct and behaviour
- Noticing and praising excellent behaviour from all children
- Create a class environment where respect and kindness is the norm
- Create and maintain a stimulating and calm environment that encourages pupils to be engaged
- Display and consistently enforce the school rules, values, safety and playground codes.

ALL school staff will promote positive relationships by:

- Conducting themselves in a positive, kind and respectful manner
- Promoting and demonstrating the school rules and values
- Greeting children around the school
- Praising and thanking children for excellent behaviour and conduct

- Always managing behaviour in a calm and professional manner
- Ensuring they follow the thrive approaches (See Appendix 2)

When discussing or addressing conduct and behaviour, all staff will use consistent language choices.
e.g:

- "The rule" is statements
- "Remember to" reminders
- "Track the Speaker"
- Show me three good things
- Show me The Chilton Way
- Show me Chilton values

Staff will be careful to speak to children regarding their behaviour in a calm and considered way. They will avoid blaming and shaming and use non-verbal signals first before quiet and private conversations are held with children to address particular issues.

7. Pupil Code of Conduct – The Chilton Way

The Chilton Way refers to the code of conduct expected of children at Chilton Primary School:

Chilton Primary School rules are:
- Be Ready
- Be Respectful
- Be Safe

Chilton Primary School Values are:
- Respect
- Equality
- Courage
- Kindness

Chilton Primary School Safety Code:
- Remember to walk in and around school buildings
- Use toilets appropriately
- Tuck your chair in
- Make sure that an adult knows where you are
- Obey fire regulations
- Wash hands

Chilton Primary School Playground Code:
- Walk sensibly down from the playground when you hear the bell
- Ask if you need to leave playground

- Follow instructions
- Listen to all adults
- Play safely (remember the things that are not allowed)
- Walk to and from the playground
- Remember snacks and toilets

Pupils are expected to:
- Follow the school rules and safety & playground codes
- Demonstrate school values in their behaviours, attitudes and interactions
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Respect the property of others
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Show 'three good things' is lessons / assemblies : good sitting, good looking, good listening

8. Rewards and sanctions

8.1   List of rewards

Positive behaviour will be rewarded with:
- Praise
- Super-Star Learner / Over and Above / Gold Award Cards
- House Points
- Certificates
- Chilton Hero Assembly certificates
- Chilton Hero Assembly awards: Team of the week, child of the week, Kindness Cup
- Monday Assembly behaviour certificates
- Stickers / table points / class points
- Letters/postcards or phone calls home to parents
- Special responsibilities/privileges

8.2 Reception
Terms 1, 2 and 3: Children receive stickers, house points and other praise rewards for good behaviour, learning and conduct. Children will be encouraged to display the 'Chilton way', after a successful day the children will receive a 'smiley card' which is sent home at the end of each day. After 25 cards have been collected, children receive an additional prize. From term 6 the children are introduced to the behaviour policy for Years 1-6 in a very visual way

8.3 Weekly Points – Years 1-6:
- Children have 5 points per day (25 points per week)

- If all points are kept, a praise text is sent to parents each Friday
- After three weeks, if 75 points are kept, children earn a Chilton badge which is displayed on lanyards in the classroom
- The sixth badge is silver and the twelfth badge is gold
- Every week, if all 25 points have been kept, a praise text is sent to parents

8.4 Individual Class Rewards:

- Class teachers will devise their own systems for children to earn class rewards. These will be suitable for the children within the class to take collective ownership for earning the reward. Systems may include: a number of cubes or marbles earned in a jar; a number of squares earned on a hundred square or similar. Progress towards each reward will be earned by excellent learning and behaviour. Rewards may include movie afternoons, additional play sessions etc.

8.5 Annual Whole School Reward

- At the end of every school year, a special reward day is held for children for their behaviour

8.6 Systems and Sanctions

Before any sanction is taken, the first step is always to praise children demonstrating excellent behaviour and meeting expectations.

Reception – Behaviour points
- Children are given a 'smiley card' at the end of each successful day, once 25 cards are collected these can be exchanged for a prize
- From Term 6 onwards children will be added onto the points system * see below

Years Reception-6 - Systems

Behaviour	Action
Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor uniform standard, not addressing teachers or children appropriately.	Check in using a **CALM** script **C**onnect- NAME are you okay? **A**ttune/ **A**cknowledge – I notice you are talking, I know it can be tricky sometimes especially when you have something really exciting to say **L**imit – It is really important you don't talk when I am teaching as this can be distracting for others **M**otivate/ **M**odel – I can't wait to talk to you in 10 minutes to hear all about what you want to tell me

Poor Conduct and / or learning behaviour e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor uniform standard, not addressing teachers or children appropriately.	Re-address the expectation. Verbal warning is given with an explanation of the issue with the behaviour – *e.g. the rule is be respectful and you are talking at the same time as me,* followed by an explanation of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.
Repeat of poor conduct and / or learning behaviour	A yellow card will be issued which will be kept on the child's desk / on the carpet in front of them. An explanation of why the card has been issued and what changes need to be made with conduct will be given and emphasised. A warning that it may be changed to a red card if improvements are not made will be given. Children are to be closely monitored and this card will be removed and praised when improvements in behaviour are observed. Yellow cards can be re-given once removed if behaviour begins to deteriorate again.
Yellow card remains with child at the end of a session	Child misses an appropriate portion of next playtime / lunchtime to discuss behaviour with

	class teacher. Expectations are re-set for the next session. 1 point lost – this must be logged on Bromcom Any missed learning will need to be completed
Yellow card issued and no improvement in behaviour / decline in behaviour during a session / additional poor behaviour in a session	The yellow card is exchanged for a red card. Issues with behaviour and how this must be improved are explained. Warning of consequence and next step explained. The red card can be removed completely if a child improves their conduct or can be exchanged for a yellow in response to how behaviour is improving.

Red card remains at the end of a session	Child will miss appropriate portion of next lunch play - supervised by a member of SLT. Any missed learning will need to be completed. Class teachers will need to ensure that they communicate with SLT to ensure that the sanction is given. 2 points lost and recorded on Bromcom
Following an act of poor conduct/ learning behaviour which has resulted in a yellow or red card	Restorative conversation to occur where rupture occurred. For example if breakdown in relationship occurred between staff and child, a conversation between the two is to take place. If a breakdown in relationship occurred between children which lead to a red card, a conversation is to occur facilitated by the member of staff who gave the card.
Repeat of poor conduct / learning behaviour when a red card has been issued	Time out given in parallel / another class
Repeated poor conduct / learning behaviour after time out	SLT intervention

Some behaviours will earn an automatic card or sanction:

Poor behaviour – Automatic yellow card + sanction	Serious disruption in lessons and around the school Non-completion of classwork Poor attitude and lack of respect to people and property Non-deliberate swearing / poor language use Lying Dishonesty Teasing / unkindness Silliness in toilets. Damage to equipment or property through lack of care and/or attention Walking away from a member of staff Leaving a room without permission Leaving the playground without permission
	Hurting child or member of staff by careless action or lack of attention to safety (not deliberate) Deliberate disrespect of environment – throwing paper towels / rubbish on the floor

Serious misconduct Automatic red card + sanction	Serious Name calling Pushing / shoving / barging Physical harm to others – hitting, kicking, throwing something, biting etc. Swearing Repeated lying after previous incidence Deliberate actions that can cause harm – pulling chairs away, shutting doors on people Unsafe or unsuitable behaviour in toilets – locking doors and crawling out, throwing water, any misuse of toilet paper, soap, paper towels etc. Playing with key-pads / codes / exit buttons around the school

Serious misconduct: Automatic SLT intervention	**Any behaviour which puts safety of children or staff at risk.**
	
	Any form of bullying
	
	Any form of child on child abuse
	
	Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
	
	Vandalism
	
	Serious damage to property or equipment
	
	Theft
	
	Fighting
	
	Physical or verbal aggression towards a child or member of staff
	
	Physical assault of a child or member of staff
	
	Racist, sexist, homophobic or discriminatory behaviour or language
	
	Possession of any prohibited items (for which a search can be made). These are:
	   o Knives or weapons
	   o Alcohol
	   o Illegal drugs
	   o Stolen items
	   o Tobacco and cigarette papers
	   o Fireworks
	   o Pornographic images

	o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

For identified children with higher levels of SEN or AEN, an adapted version of the behaviour policy is to be followed. Please see Appendix 3.

8.7 Monitoring and Response to repeated incidents

All points lost as a result of cards issued must be recorded on Bromcom. The Head of School and Deputy Head are responsible for monitoring Bromcom behaviour issues.

Issue	Action
3 weeks of less than 22 points within a term	Parents informed - Behaviour Card issued (suitable for child) This must be signed by a member of SLT at the end of every session. When card is completed, it must be handed to HoS to be retained.
4 red cards in two consecutive weeks	Behaviour Card issued (suitable for child) This must be signed by a member of SLT at the end of every day. When card is completed, it must be handed to HoS to be retained.
3 red cards on the playground within a term	Playground privileges removed and social skills support in place for a term. Parents informed

Should behaviour not improve or issues consistently be repeated, additional sanction and consequence may be implemented:

Timetable adjustment or reduction	Parent meeting Hours in school adjusted to allow child to demonstrate required behaviours and become successful. Hours to increase over time. SLT & SENco involvement	

	Behaviour plan written	
Internal Exclusion	A child will spend a period of time out of class with a senior leader, completing class work. Parent meeting Behaviour plan written	*Internal exclusion may be given after a stand-alone behaviour or child-on-child abuse incident.* *e.g. hurting children or staff with deliberate action, aggression, serious damage to equipment or property, leaving the school site*

Alternative Hours	Consistent behaviour issues after internal exclusion may result in a child being sent home at lunchtime and being asked to return to school at 3:15 until 5:00 to complete the afternoon class work with a member of SLT Parent meeting Behaviour plan in place	
Suspension	Consistent behaviour issues after alternative hours may result in a child being suspended Behaviour plan	*A suspension may be given without the sequence of internal exclusion and alternative hours: child-on-child abuse, uncontrollable aggression, seriously hurting a child or member of staff, behaviour which puts safety of others at significant risk*
Exclusion	Consistent behaviour issues after alternative hours and / or suspension may result in a child being excluded	*A child may be excluded for a significant incident or issue without other sanction being implemented previously.*
• Repeated physical behaviours towards members of staff may result in parents being called to collect a child from school • Suspension: will follow DFE and Kent Guidance • Exclusion will follow DFE and Kent Guidance. • [Viking Academy Trust Exclusions Policy](www.vikingacademytrust.com) can be found on the Trust website (www.vikingacademytrust.com)		

8.8 Serious Incident Forms:

These must be completed after an incident where a child:

- Seriously hurt a child
- Harmed an adult
- Caused significant disruption
- Caused significant damage to property

- Had a prolonged period of disruptive behaviours
- Left the school site

Senior Leaders will direct staff to complete a serious incident form for other behaviour issues not listed above as appropriate.

Serious Incident Form

9. <u>Support Strategies:</u>

Chilton Primary School will implement a range of support strategies in response to the need of individuals. These will be used to support children to meet the behaviour standards expected at the school.

Behaviour Charts
- If a child has identified barriers to consistently keeping points each week, an alternative method of tracking days where all points have been kept may be implemented to ensure a child can work towards Chilton badges
- A visual representation of each day where points are kept will be held in the classroom, enabling a child to work towards 15 days (which do not have to be consecutive). When 15 days have been achieved, the child can earn a Chilton badge.
- Alternative charts to track success may also be implemented and these will be designed to suit the needs to the child.

Behaviour Cards:
- Both class and / or playground behaviour cards may be issued.
- A grade of 1-4 is awarded for behaviour for each session throughout the day (class) or each break time session throughout the day. 1 is awarded for outstanding behaviour with 4 being the lowest grade possible.
- The card must be signed by a member of SLT at the end of each day. Failure to do this results in an automatic 4 for the next day.
- If a child receives a 4, parents are informed by the class teacher
- Any 4's on the card result in the behaviour card continuing for another week
- Three 4's in a day or four 4's in a week result in an internal exclusion
- Parents will be informed should their child be "at risk" of being placed on a behaviour card.
- Adjusted behaviour card may be designed and implemented to suit the needs of the child and to ensure they can achieve success and positive recognition for good choices with their behaviour

Catch Me Being Good Cards
- These may be used for children who would benefit from the promotion of good choices over the sanctions associated with a behaviour card

- Cards are separated in to boxes and staff members sign boxes when a child displays excellent behaviour
- When the card is completed, a prize is earned from a member of SLT
- A child may be asked to bring the card to a member of SLT at the end of each day

Pastoral Support
The school uses a range of pastoral support strategies to support behaviour including:
- Peer mentoring / buddies
- External counselling services
- Children's Champion
- Staff Mentoring
- Well-Being Support Worker
- Thrive
- ELSA support
- Play Therapy

The Well-Being, Inclusion, Pastoral Support team meet twice per term to discuss pastoral needs across the school. The team determine the appropriate pastoral support depending on the individual child's needs and those of the whole school.

External Agency Support
The school will also consult external agencies to support children's behaviour. These include:
- LIFT (Local Inclusion Forum)
- Thanet Inclusion Support Service
- NELFT
- Speech and Language Support

Behaviour Plans
Behaviour plans will be written by the Assistant Head & Inclusion Lead and other relevant staff (e.g. class teacher, Deputy Head, Teaching Assistants) and shared with parents. They will contain detail regarding barriers and challenges that children face with their behaviours and outline strategies to support and overcome these. They will be shared with parents and regularly reviewed to ensure that strategies are appropriate and take in to account any advice given by external agencies. Staff will be supported by the SLT to implement strategies effectively.

10.   Off-site behaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

11.   Malicious allegations
Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will discipline the pupil in accordance with this policy.
Please refer to our child protections and managing allegations policy for more information on responding to allegations. The Head of School will also consider the pastoral needs of staff accused of misconduct.

12.   Use of Reasonable Force

In line with DFE Advice Use of Reasonable Force

Alex McAuley (Head of School), Hannah Cheshire (Deputy Head), Carly Reavill (Assistant Head & Inclusion Lead) and Kate Law (Director of Education) are members of staff trained in the use of physical intervention and restraint via Team Teach. De-escalation techniques should be employed before physical restraint is considered.

In some rare circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (serious incident log form)

12.1 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's guidance on searching and confiscation.

13.   Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

14.   Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15.   Training

Our staff are provided with training on managing behaviour on induction and regularly throughout the school year as part of continued professional development. Particular training is given to Early Career Teachers and staff working with children with identified barriers. 'Team Teach' training for members of SLT is renewed every three years.

16.   Monitoring arrangements

This behaviour policy will be reviewed by the Head of School and governing body every year. It will be updated and reviewed in line with any changes to DFE guidance.

17.   Links with other policies

This behaviour policy is linked to the following policies:
- Child Protection
- Anti-Bullying
- Acceptable Use
- Use of Mobile and Smart Technology and Social Media
- Exclusions Policy
- Staff Code of Conduct
- Online Safety
- Managing allegations
- Whistleblowing

14 Links to Key Survey Forms:

- Serious Incident Report
- Bullying, Racist and Sexualised Incident Report

All allegations of bullying, racist of sexualised incidents must be recorded on the form above to form a record of the allegation, action taken and outcome.

Appendix 1: Recording behaviour incidents (red and yellow cards on Bromcom)

Go to Modules, Behaviour, Event Records
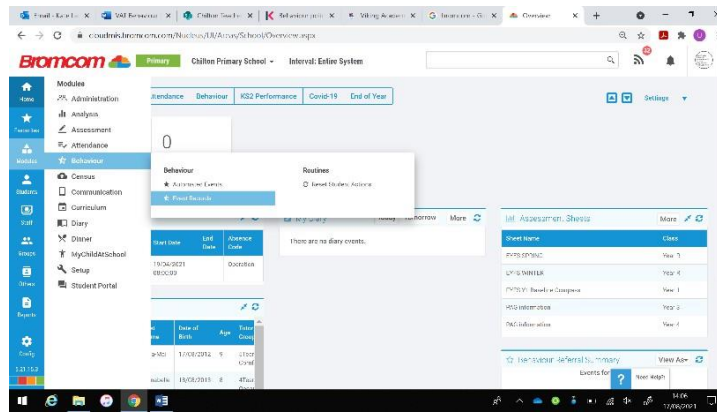
Select New Behaviour Entry and completed details – only add comments to the 'Internal Comments' section and click save when completed.
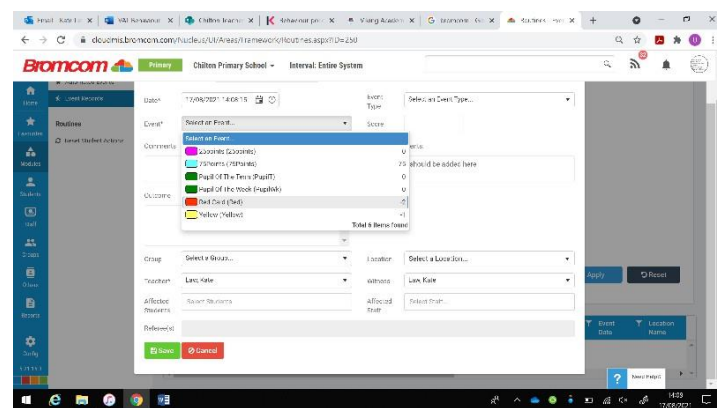
- Behaviour Tracking is transferred electronically to an excel document which is shared with teaching staff every three weeks.
- Red card notifications are sent by email to Alex McAuley (Head of School), Kate Law (Director of Education), Hannah Cheshire (Deputy Head) and Carly Reavill (Assistant Head) as part of the monitoring process

Appendix 2

The Thrive Approach

The way in which your child's emotional well-being will be supported at Chilton Primary school will be through the Thrive approach. Thrive is a developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs.

Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. We use whole class, small group or one to one sessions to address the needs of the children.

When a child has been identified by a class teacher, an individual assessment can be completed by one of our licensed Thrive practitioners. Based on the results of these assessments the child will receive one of the following support options;

Level 1: Whole class strategies will be implemented which will benefit all children in the class, but in particular the children who requires the Thrive approach.

Level 2: Small group thrive sessions which are facilitated by a licensed Thrive practitioner. Sessions will be designed to target 'interruptions' in the child's development.

Level 3: One to one Thrive sessions delivered either by licensed Thrive practitioner or 1:1 supporting adult. These will be delivered outside of the classroom, with strategies passed on to class teacher to implement in daily routines.

Supporting behaviour using the Thrive approach

All staff will;
- Use the relate-rupture-repair cycle to guide their relationships with children
- Use PACE (playfulness, acceptance, curiosity, empathy) and VRF's (attunement, validation, containment, regulation) when supporting all behaviour
- Take time to recognise, praise and reward positive behaviours
- Try to catch children going the right thing to enhance this
- Seek both resolution and learning when dealing with incidents
- Consider how our actions and words help and give children the time and space to resolve the situation
- Focus on the values and rules of the school when establishing boundaries

Appendix 3

Adapted behaviour policy for identified children with SEND or AEN

Behaviour	Action
Poor Conduct and / or learning behaviour **e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor** **uniform standard, not addressing teachers or children appropriately.**	Check in using a CALM script Connect- NAME are you okay? Attune/ Acknowledge – I notice you are talking, I know it can be tricky sometimes especially when you have something really exciting to say Limit – It is really important you don't talk when I am teaching as this can be distracting for others Motivate/ Model – I can't wait to talk to you in 10 minutes to hear all about what you want to tell me
Poor Conduct and / or learning behaviour **e.g. talking when someone else is talking; calling out, not showing three good things, distracting others, general rudeness, getting out of seat, not following instructions, shouting, arguing, bad manners when eating, swinging in chair, poor attention and listening, poor** **uniform standard, not addressing teachers or children appropriately.**	Re-address the expectation. Verbal warning is given with an explanation of the issue with the behaviour – e.g. the rule is be respectful and you are talking at the same time as me, followed by an explanation of how the behaviour needs to improve. Reference to class posters and visuals will be made to encourage children to improve their choices with their behaviour.
Repeat of poor conduct and / or learning behaviour	A yellow card will be issued which will be kept on the child's desk / on the carpet in front of them. An explanation of why the card has been issued and what changes need to be made with conduct will be given and emphasised. A warning that it may be changed to a red card if improvements are not made will be given. Children are to be closely monitored and this card will be removed and praised when improvements in behaviour are observed. Yellow cards can be re-given once removed if behaviour begins to deteriorate again.

Yellow card remains with child at the end of a session	Expectations are re-set for the next session. 1 point lost – this must be logged on Bromcom Any missed learning will need to be completed
Yellow card issued and no improvement in behaviour / decline in behaviour during a session / additional poor behaviour in a session	The yellow card is exchanged for a red card. Issues with behaviour and how this must be improved are explained. Warning of consequence and next step explained. The red card can be removed completely if a child improves their conduct or can be exchanged for a yellow in response to how behaviour is improving.
Red card remains at the end of a session	Child will receive a natural/ logical consequence. See Appendix 4 for examples. Red card will be logged on Bromcom by class teacher/ cover teacher/ member of PE Team, which details consequence given. 2 points lost. Red card to be communicated with parents by Class teacher, covering teacher or PE team. Any missed learning will need to be completed.

When a child following the adapted behaviour policy is dysregulated and displaying distressed behaviour that does not impact others, for example child A is feeling overwhelmed, takes themselves to their safe space and takes a period of time to re-regulate, please record this as a 'dysregulation' on Bromcom. In these cases there will be no points lost as the behaviour is the result of their additional needs and not poor choices and does not have any negative impact upon their peers/ class.

Appendix 4

Natural and Logical Consequences

All consequences should be clearly connected and linked to the behaviour. The consequence is then explained as being a result of a choice the child/young person made, rather than being experienced as a punishment. It is important to remain empathetic during these times to ensure the relationship between adult and child is not ruptured.

Natural consequences occur as a direct result of a child's actions. They do not require additional input from adults. Some examples of which are as follows;

- A child rips up their certificate, it is now broken
- A child is unkind to their peers, they no longer want to play with them

If natural consequences are not possible or safe you should use Logical Consequences. These are consequences that are enforced by adult in charge and should be directly linked to the behaviour. For example, if a pupil is playing with a football in class, after being told to stop and it hits somebody.

The Natural Consequence is that they have hurt someone and they feel bad. This behaviour is unsafe, so a logical consequence is likely needed. The Logical Consequence is that the pupil's football is removed for the rest of the day and they work with an adult to apologise for hurting the other pupil.

This approach helps to educate children and focuses on the cause and effect. When thinking of consequences please consider the following;

- The consequence must be related to the behaviour
- Always remain respectful, do not blame or shame the young person
- The consequence must be reasonable

Examples of Logical consequences	
Behaviour	Consequence
Unkind to peers whilst lining up	Must queue up with adult
Unsafe with scissors in a lesson	Cannot use scissors for the rest of the day
Hurts another child during lunchtime	Is removed from the rest of lunchtime play
Throws resources around the classroom	Once regulated must pick them up with the support of an adult
Continually unsafe when playing football	Football privileges are removed for a fair amount of time.