

# Chestnuts Primary School



Behaviour Policy

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## **Introduction**

This Policy aims to develop good social behaviour in the children of Chestnuts School, fostering positive relationships, care for the school environment, and personal well-being. It aligns with our commitment to children's rights as outlined in the UN Convention on the Rights of the Child (UNCRC), ensuring that all children feel respected, valued, and safe within our school community.

This policy is reviewed annually and shared with all staff every September. It should be read in conjunction with our bullying and safeguarding policies.

## **Statement of behaviour principles**

At Chestnuts School, we want to ensure children feel happy and safe. The school create an atmosphere of mutual trust, through positive relationships and shared responsibility between parents/carers, staff, pupils, and the community where all members of the school community feel they are equally valued.

We see behaviour as a symptom and, where this behaviour is negative, work hard with children and their families to find solutions to the problems.

We believe that to achieve success we must build on the values established in the home and provide a partnership between parents and the school. We create and maintain a well-ordered and happy school with a common sense of purpose. Clearly defined expectations and high standards of behaviour, understood by all, helps to promote a safe, calm and secure environment.

Appropriate expectations and behaviour enable all members of the school community to relate and co-operate with each other. It provides a framework in which high standards in all areas i.e. academic, social and moral, are fostered and celebrated.

We achieve high standards in every aspect of school life by making the most efficient use of all resources available.

## **Our Aims and Values:**

**Chestnuts Primary School will help pupils develop into young people who are:**

- **Ambitious and Creative**
- **Responsible and Respectful**
- **Compassionate and Curious**
- **Resilient and Tolerant**

**We believe our pupils need these values in the classroom, the school and the wider world.**

## **Legal Duties**

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). In addition to the contents of this Behaviour Policy, reference should also be made to the Teachers' Standards (DfE, May 2012) and Keeping Children Safe in Education (2024).

## **Rights-Respecting Ethos**

Chestnuts Primary School is committed to being a **Rights-Respecting School**, ensuring that all children's rights, as outlined in the **United Nations Convention on the Rights of the Child (UNCRC)**, are upheld and promoted in our school environment. We believe that embedding a rights-respecting ethos helps to develop a culture of mutual respect, inclusion, and social responsibility.

### **Our Commitment to Children's Rights:**

- **Respect:** We encourage children to respect the rights of others, fostering a safe and inclusive environment.
- **Participation:** Children have the right to express their views and be heard in matters affecting them.
- **Safety & Well-being:** Every child has the right to feel safe, both physically and emotionally.
- **Equity & Inclusion:** All children, regardless of background, ability, or identity, have equal access to learning and opportunities.

This ethos is embedded in our school rules, restorative conversations, and behaviour expectations. See Appendix 4

## **Assertive Language**

The consistent use of assertive language by all adults in school creates a climate that supports pupil's self-esteem, develops their emotional development and makes instructional language clear and precise. This language is effective in managing behaviour but also models the language that pupils should use with each other.

- I need you to.....thank you
- We/You need to.....thank you.
- I can see that you are..... (a feeling)
- You seem to be..... (a feeling)
- I need you to show me you can stay/move back to green by..... (Clear behaviour expectation)
- Avoid asking pupils why they are doing something- this will lead to confrontation. Instead ask "What should you be doing now?"
- Reinforce the rules i.e. What is the rule about sitting on your chair? What is the rule about moving around school?
- Keep it clear, keep it short, and keep it visual.

- Offer choice i.e. if you choose to.....you will lose 10 minutes of your break. If you choose to.....you will stay on green and keep your break. I hope that you make a good choice. This makes the choice and the consequence very clear.
- Say thank you after an instruction i.e. Sit in your chair. Thank you.
- Give eye contact. This shows you are assertive, honest and interested.
- Agree with the pupil i.e. Maybe you are....Maybe they did....but I will deal with it.

### **The emotionally friendly classroom/ Attachment friendly school**

An attachment and emotionally friendly school is:

- excellent at nurture and care
- a listening school, who really value parents and children, and invest in training around supporting adopted children and those with Attachment Disorder
- an understanding and approachable school that makes all the difference for the children and the family
- one that plays a vital role in helping these children emotionally, socially, and academically by providing specific support to raise attainment and address their wider needs

Emotional intelligence can be defined as:

- knowing one's feelings and using them to make good decisions in life;
- being able to manage moods and control impulses;
- being motivated and effectively overcoming setbacks in working towards goals.

At Chestnuts we are passionate about and determined to create an environment that enables emotional intelligence.

### **School rules**

At Chestnuts Primary School we have worked as a community to agree the following 4 school rules:

- BE READY**
- BE ENGAGED**
- BE RESPECTFUL**
- BE SAFE**

### **Restorative conversations**

At Chestnuts Primary School we value the relationships and the impact these relationships have on the children in our care. Where a reflection or conversation has been had around a child's negative behaviour, we think it is important to have a restorative conversation.

Restorative conversations ensure children recognise that we care for them, make them feel secure and reconfirm the boundaries that may have been broken while the child was upset.

**When challenging behaviour:**

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

**To help those affected:**

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Never just "tell off". Discuss/comment on what has been done – what was inappropriate, why it is so, how and why we should behave sensibly. All staff must be seen to be fair.

**Health and Safety**

In order to promote a safe and healthy environment it is essential that all children should:-

- Move around the school in a safe and controlled manner
- Respond as instructed to fire drills
- Avoid restricted areas as defined by all adults
- Be correctly equipped for lessons, e.g. PE, games, swimming, Art & Craft and cooking.
- Be aware of the importance of personal hygiene, particularly washing hands before eating and after using the toilet
- Keep personal property safely stowed so that it doesn't obstruct corridors and cloakrooms or endanger themselves or others
- Ensure they do not bring inappropriate equipment into school

# Online Behaviour and Digital Responsibility

The increasing role of technology in children's lives requires clear expectations around online behaviour. Chestnuts Primary School is committed to educating children on responsible and respectful digital interactions.

## Expectations for Online Behaviour:

1. **Be Respectful:** Just as in face-to-face interactions, all digital communication must be kind, respectful, and appropriate.
2. **Be Safe:** Personal information should not be shared online, and children must report any unsafe or inappropriate content to an adult.
3. **Be Responsible:** Cyberbullying, harassment, or inappropriate online behaviour will not be tolerated.
4. **Think Before You Post:** Children will be encouraged to consider the impact of their online actions on others.
5. **Follow School Guidelines:** The use of school technology must align with our Acceptable Use Policy.
6. **Appropriate Use of Messaging Apps & Forums:** Students should only use age-appropriate messaging apps such as WhatsApp, and only with parental permission. Group chats must be used responsibly—bullying, exclusion, or inappropriate content is unacceptable. Any issues arising from the misuse of messaging apps or forums should be reported to an adult immediately.

## Consequences for Online Misconduct:

- Warnings and Guidance: First-time incidents may result in a conversation and guidance on appropriate behaviour.
- Restricted Access: Repeated incidents may lead to restricted use of school technology.
- Parental Involvement: Serious breaches, such as cyberbullying, will involve discussions with parents/carers.
- Safeguarding Referral: If online behaviour poses a safeguarding risk, appropriate procedures will be followed.

By promoting responsible online behaviour, we aim to equip children with the skills to navigate the digital world safely and respectfully.

## **Rewards**

At Chestnuts Primary School we aim to promote and encourage positive learning behaviours through the use of individual and whole class rewards systems using DOJO online or similar. These systems should be consistent throughout the children's school career and present in every class. The rewards are linked to our 4 main rules that reflect our school values:

### **Be Safe**

- Tolerant
- Compassionate

### **Be Ready**

- Ambitious
- Resilient

### **Be Respectful**

- Responsible
- Respectful

### **Be Engaged**

- Curious
- Creative

## **EYFS and Year 1**

### **The Rocket**

Each class will have a rocket with 5 steps Red, Yellow, Green, Bronze, Silver and Gold. In Nursery the number of steps may be reduced. This will be decided by the team according to the needs of the cohort. All of the children's names will be displayed on the rocket. The rocket will be displayed alongside our 4 school rules. During lessons the class teacher will move children up the rocket to draw attention to desired learning behaviours. This gives children instant feedback and recognition for their positive behaviour and will link to our 4 rules and core values (see above).

Children start on Green every day- linked to the zones of regulation- Ready to learn. If children break the rules, they are moved to Yellow and reminded of the correct behaviour. If children break a rule again they move to Red. In EYFS and year 1 Children will have a restorative talk with the class teacher (this may be assisted by the school's behaviour lead). When children reach Gold on the rocket they will be given a Gold star sticker to celebrate their achievement.

It is possible for children to take a step back down on the rocket as a consequence for not responding to warnings to change behaviour which breaks one of our 4 school rules. However, moving up the rocket must be much more common than moving down. In the case of a serious incident a child's name can be moved straight to the Red at the bottom of the rocket; these steps correspond to the sanctions system.

## **Year 2 – Year 6**

### **Class Dojos & Certificates**

Each class will use the Class Dojo website (or similar) to create a group for their class. The skills are edited to reflect our 4 school rules (Be safe, Be ready, Be respectful, Be engaged). During lessons the class teacher will use dojo points to look for and draw attention to desired learning behaviours. This gives children instant feedback and recognition for their positive behaviour and will link to our 4 rules and core values (see above). Dojos (or similar) are not to be taken away as a consequence of poor behaviour or linked to our sanctions in any way. They should be reflective only of positive learning behaviours.

At the end of each week the class teacher will decide who has demonstrated the Chestnuts Core Values and receive a certificate in assembly. The two certificates given are The Chestnuts Way certificate and Chestnuts Champion

The Chestnuts Champion certificate is for demonstrating one of the core values (Tolerant, Compassionate, Ambitious Resilient, Responsible, Respectful, Curious, Creative)

The Gold Book award is a certificate awarded for great work in the week and highlights children who have worked hard to achieve a target or created a fantastic piece of work.

### **Praise**

At Chestnuts where appropriate we praise in public, discuss negative choices in private

- This may be spoken or written, personal or public
- Children's work when marked will, wherever possible, have a positive comment on it.
- Children will be encouraged to share good work with other children, classes and their parents.
- Teachers may make direct contact with parents to share good news either personally or by sending a text home, writing a note or having a conversation at the beginning or end of a school day.
- Children are invited to make positive comments about each other's work and behaviour.

### **Lunchtime Supervision**

We are consistent with our approach to all children. The school rules are applied at all times.



In order to maintain a happy and well-ordered school during the lunchtime break, parents are advised that during this period SMSA's are in charge of the children and that the Supervisors continue to apply the school rules.

- We encourage fair play in the playground
- Children are encouraged to play games e.g. skipping, ball, etc.
- Lunchtime supervisors are encouraged to praise positive behaviour and they award a token which equates to a dojo for behaviour that directly links to the 4 school rules.
- If there are any problems at lunchtime, parents are advised that they should always discuss these with a member of the teaching staff, who will endeavour to find out more details.
- The behaviour lead is available Break times and lunch times to discuss rule breaks and support children to complete a reflection sheet.
- Year 5 and 6 children take the responsibility of play leaders in the playground.

### **Sanctions**

At Chestnuts Primary we recognise that there will be occasions where a child has broken a school rule and a sanction will need to be put into place.

In these situations staff will:

- Remain calm at all times and respond in a calm manner
- Give clear warnings and try to redirect (see Appendix 1)
- Listen to all sides of the story before putting a sanction into place
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Where it has been deemed a sanction is necessary, record the rule broken on CPOMS and send the child to Reflection at play time.

### **Reflection years 2-6**

#### **Warning**

A warning will be issued for low level behaviour disruptions after an initial warning and redirection have been unsuccessful. These behaviours will be recorded on CPOMS in the classroom which will be monitored by the Senior Leadership Team. Patterns of children and incidents will be tracked and discussions with relevant staff will be held.

Children sent to Reflection with SLT for yellow card behaviours (persistent talking, not following instructions, not engaged) will fill in a reflection sheet and remain in Reflection for a maximum of 10 minutes.

Children will be required to complete reflection for serious breach of the school rules **without warning**. 'Not being Safe' in any context is a serious rule break- this includes behaviour that may hurt themselves or others, being missing from class or weaponising school property.

Parents will be informed by the class teacher if their child has seriously broken school rules (for example hurting another) and completed a reflection form. These incidents must also be recorded on CPOMS.

Persistent negative behaviour may require a time out or an internal exclusion with a member of SLT. Serious breach of the rules include: verbally abusing peers or staff and/or physically abusing peers or staff and breaking/damaging school property.

They will remain in Reflection for the entire break and receive a phone call home

For extreme behaviour/aggression please direct the child to a sensory room and call for a member of SLT for support.

### **Temporary, Fixed Term or Permanent Exclusion**

In exceptional circumstances and after everything else has proved ineffective, the Head teacher retains the power to exclude a pupil from the school (whether by temporary, fixed term or permanent exclusion). This is in line with the Education Act 2002 as amended by the Education Act 2011.

The Head teacher may become involved at any stage but more likely if the matter is serious and will take appropriate action. Parents may be called to school for a serious incident to discuss the matter. A definite exclusion, i.e. fixed term or a permanent exclusion is an extreme measure, which is usually only considered after all else has failed. In such cases parents have the right of appeal firstly to the school's governing body and then to the Local Education Authority.

### **Pupils with SEND**

There are pupils for whom the rewards and sanctions might not be sufficient to support their individual needs. In these instances due to the nature of the underlying issues that are affecting the pupil, extra in class systems may be used by the class teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the schools SEND register for behaviour and all strategies used must be documented. In these cases an individual behaviour protocol will be developed for these children.

It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up by the class teacher with support from the School SENCO or outside agency.

The school will try various strategies to support these pupils and these will be recorded by the class teacher. Each new strategy requires implementation for a consistent length of time to ensure consistency.

We follow the zones of regulation theories and practices and actively teach all children about their emotions and regulating their behaviour.

## **Bullying**

Surprisingly, there is no legal or common definition of what bullying is. Unfortunately, this can lead to wide interpretations across society and individuals. A child or parent may use the term bullying for any incident of them/their child being upset, regardless of who caused it, how it happened, why it happened or if it had happened before. This is to be expected when the subject has such a high media profile in society yet there is no agreed definition.

Our definition for bullying is – the repetitive, intentional hurting of one person or group, either verbally, emotionally or physically, by another person or group, where the relationship involves an imbalance of power- essentially Several Times On Purpose (STOP). This is based on the definition used by the Anti-Bullying Alliance.

The ways of bullying – verbally, emotionally and physically – are straightforward. As is 'repetitive' and 'intentional'. 'Involves an imbalance of power' is taken to mean someone or group can hurt because they are simply stronger, bigger, more popular, have more money, etc. Bullying can take place inside or outside of school, online or via mobile phones and can take the form of:

- Being called names
- Being put down or humiliated
- Being teased
- Being pushed or pulled about
- Having money and other possessions taken or interfered with
- Having rumours spread about you
- Being ignored and left out
- Being hit, kicked or physically hurt
- Being threatened or intimidated

The whole school community must be aware of the need to create an environment where bullying is frowned upon and not accepted. Pupils are encouraged to report any incident where they feel someone has been unkind, threatened, hurt or isolated them. This encouragement must be regular on the part of all staff - bullying never just goes away and we are dependent on being told by pupils themselves, their friends or parents that things are happening to them that they do not like. Any reporting of bullying must be investigated by a member of the Leadership Team. The Leadership Team deals with all forms of aggression, physical and verbal, and bullying. Notes on incidents are recorded together with actions on CPOMS. Where patterns occur that might indicate bullying, parents must be informed and their assistance required to correct pupil's inappropriate behaviour. Bullying in any guise, physical, verbal or social will not be tolerated. The pupil or pupils involved must be helped to change their behaviour. However, if a pupil bullies others and cannot see that it is wrong and correct the way they behave, ultimately they will be removed from the school. Any incidents involving bullying, sexualised behaviour, racism, homophobia or violence should be referred to the headteacher and a record kept. Safeguarding procedures will also be followed.

## **Classroom organisation and specific notes for teachers**

At Chestnuts we recognise that Good teaching and engagement is in itself a behaviour management tool. The following points should be followed:

- Ensure your classroom setting is appropriate e.g. seating arrangements, space between desks, carpet and desks, etc.
- Ensure there are well known routines that positively impact on behaviour and the working environment. Make it a habit to always give proactive instructions, e.g. when stopping the class or leaving the class tell them what is expected.
- Ensure there is a calm working atmosphere. Children know what is expected of them and are reminded of this before things go wrong. This must be done positively.
- Be fully prepared for all sessions/lessons/activities, with follow-up available.
- Curriculum content must reflect that which we aim for and be at the correct level for the children. Cooperative learning should be part of this and different teaching methods should be adopted to achieve particular aims and needs.
- Ensure children have tasks to perform that match their ability – tasks are differentiated. There should be no time when they have "nothing to do" or not capable of attempting a task. This does not mean pupils cannot have choices of particular tasks to undertake or choices of how they undertake them. Indeed, it is vital to their learning and growing independence that they do have choices to make regularly.
- Do not allow wandering and avoid queuing.
- Keep a high profile in the room, ensure you can be seen and give "attention" to all. This includes when teaching a specific group.
- Spend 5-10 minutes each day discussing behaviour and attitudes with emphasis on tolerance, caring, kindness, helping, co-operating. This does not mean that after each playtime a teacher spends time dealing with petty matters. Problems that happen in the playground should be dealt with in the playground by those on duty.
- If you are calm, polite and confident children will take your lead. The more agitated you are the more agitated the children become. The louder you become, the louder they become.
- Teaching Problem solving Skills, Emotional Intelligence and concentration are all vital to developing self discipline and learning. Ensure they are not undersold in the curriculum.
- If you ask for a particular behaviour e.g. no talking, ensure you get that. Never accept anything other than what you have asked for in terms of behaviour. (Remember all children are different; do not ask for something that is not possible.)
- Using pupils to 'demonstrate' or 'work at the board'. If this is done at all, it must add positively to the learning experience of the class. A succession of pupils demonstrating leads others to switch off.

- Teachers need to decide carefully when to use questioning in whole class sessions and when it is best to use exposition. With the range of ability in any class at any one time many children will not be interacting with the question asked.
- Teachers must consciously consider if they are favouring or showing dissatisfaction to individuals or groups in their class – all should be treated fairly.

### **Notes for the Leadership Team**

All incidents that are referred to SLT must be investigated in a thorough manner. The pattern that should be followed:

- Listen to and ask questions of each individual involved - do not allow pupils to interrupt each other whilst doing this.
- Listen to and ask questions of any witnesses who actually saw or was present at the incident. It is very important to get a picture of what was happening when the problem occurred, something happening in the context of a game or by accident is very different from a person walking up to someone being nasty to them.
- Establish the scenario in your own mind and relate this to the pupils. Ask if this is actually what happened and have another round of questions if necessary, until you have established what you believed happened.
- Explain what you believe happened and if required give sanctions that are appropriate. Explain why particular sanctions have been given and ask if they agree. If they do not explain to the pupil and parent so that the child can be helped to understand by their parents. You must be seen to be fair and sanctions must be appropriate.
- All incidents where a pupil/s have been found to be at fault must be added to CPOMS. Details those involved, a description of the incident and actions taken. CPOMS allows us to track pupil behaviour, detect patterns of pupils and support the pupils' personal development. If a parent has a concern, worry or complaint about behaviour, listen without coming to conclusions. The investigation should take place promptly with parents told of conclusions and actions by the following day at the latest. The key is to have investigated properly, explain reasons for your conclusions and actions. The parent may not agree with your conclusions and if there are further things to investigate it must be done.

### **Appendix 1**

#### **Warnings**

- o 'Our rule is '.....', ....  
e.g. Our rule is 'be respectful', we expect you to listen to the person talking.
- o Use a countdown  
e.g. Sit quietly ready to begin 5, 4, 3, 2, 1.
- o You are choosing to ... I expect you to ...  
e.g. You are choosing to spoil your work. I expect you to take care and use clear handwriting.
- o You are choosing to ... If you continue ...  
e.g. You are choosing to ignore an instruction. If you continue you will have to leave the class.

- o I have asked you to ..., if you don't ...  
e.g. I have asked you to help to tidy up, if you don't your name will have to go down the rocket.
- o You have ..., if you ... again ...  
e.g. You have been unkind to your friend, if you are unkind again you will be on time out.
- o I have seen you ... , this is a warning, if you ... again ...  
e.g. I have seen you push Ben, this is a warning, if you push someone again you will be on time out.

### **Redirects**

- o Use the praise system  
e.g. start giving dojo points/moving children up the rocket.
- o I like the way ... (comment on the desired behaviour you want being displayed by another child)  
e.g. I like the way Chantelle is listening carefully.
- o I really like the way you are now ... (comment on how the child has responded to your warning)  
e.g. I really like the way you are now trying your best with your work.
- o I like the way ... (comment on a different positive behaviour that they are displaying)  
e.g. (Following a warning for unkind language) I like the way you are focussing on your work.
- o Well done (name) I can see you are choosing to (something positive).  
e.g. Well done Julie I can see you are choosing to try a new vegetable.
- o After a session take the child aside to tell them something positive  
e.g. At first it was difficult for you to take part in the game in PE but I could see that you really tried your best and I was really impressed with the way that you worked with Mohammed.
- o At the end of a session take time to acknowledge that a child has responded to your warning.  
e.g. I was really impressed that you listened carefully to your friends at story time. I could see that you remembered what we talked about and made a positive choice.





### **APPENDIX 3 - Reflection sheet**



# Chestnuts Reflection Sheet

Name: \_\_\_\_\_ Class \_\_\_\_\_ Date: \_\_\_\_\_

This is what I did:

 wasn't following instructions	 talking	 wasn't on task	 was disrespectful/silly	 had a negative attitude	 disobeyed/defied	 wasn't ready/late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other

(what did you do? Why did you do it? Who else was involved?)

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I felt that I was in the (Tick one)     Zone

This behaviour is not okay because: (Link this to the rights of a child)

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Next time I will: (Think about how you could prevent the negative outcome)

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I feel that I am in the: (Tick which zone you are in)



If I am not in the Green zone, To get back into the green zone, I will:

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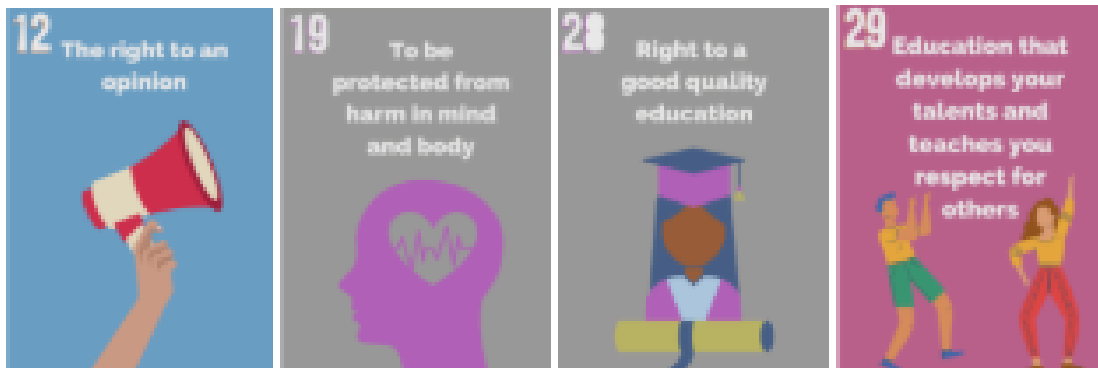
How do you think the other person(s) involved may be feeling?



Do you need to apologise? Who to? yes/no \_\_\_\_\_

I have apologised (Circle one)                      yes                      no

Chestnuts are a Rights Respecting school, the following conventions are linked to reflection





## APPENDIX 4



## APPENDIX 5

### Protocol to follow when a child breaks a rule

Simple phrases and protocol that members of staff use when approaching a child who has chosen to break a school rule, with a clear, consistent consequence.

Rules and consequences will clearly be displayed throughout the school and all staff, children and parents will be made aware of them.

### Step 1: Approach the child and say....

"I can see that/You have broken the rule of safety. The consequence of this is ....." e.g. writing out lines I must not run in the corridor/speak on the stairs

"I can see that/You have broken the rule of respect, the consequence of this is....." eg. Letter of apology

"I can see that/You have broken the rule of engagement, the consequence of this is....." e.g. stay in during playtime to finish your work

"I can see that/You have broken the rule of readiness, the consequence of this is....." e.g. Letter home

### **Step 2: instruct the child to go to the reflection room/classroom reflection table**

They will have time to reflect on what has happened (A reflection form will be available to fill in)

A child will carry out their consequence then return to the playground

### **Step 3: Refusal to accept consequences**

If a child refuses to follow the guidance of the adult their parent/carer will be informed and the child has to complete reflection the following day.

### **What to do when a child is a heightened/emotional state:**

#### **Step 1. Approach child**

"I can see you are upset/angry

#### **Step 2: instruct the child**

You can go to the ELSA, KS2/SENSORY, KS1 room for ... (time period.)"

You will have an opportunity to reflect on how you are feeling.

A reflection form will be available and an adult will discuss your feelings with you.

#### **Step 3: contact adult**

If a child refuses to withdraw to a safe space their adult/parent/carer will be called to discuss.

# At Chestnuts we

will...

**Be safe**



**Be engaged**



**Be respectful**



**Be ready**