Behaviour Policy September 2026

V3 Next review
September 2027
Review cycle: annual



At Chandag Primary School we create a school environment, culture and curriculum which challenges stereotypes and celebrates diversity and neurodiversity, in all its forms, while reflecting on how we can change and adapt to meet the varying needs of our student population.

Rationale

At Chandag Primary School we believe in maintaining the highest expectations of behaviour in a calm and purposeful learning environment which promotes positive attitudes and mutual respect. We acknowledge that behaviour is a form of communication, and recognise that our learners will all be at different stages of their understanding of what is socially acceptable; it is our duty to model and expect positive behaviour with absolute consistency, allowing children to learn and develop their social and behavioural skills to develop into caring, responsible members of society. We give children the tools for them to feel safe, listened to, respected and valued for their individuality. As an inclusive school, we seek to create a school environment, culture and curriculum which challenges stereotypes and celebrates diversity in all its forms. In relation to SEND, we focus on promoting a culture of acceptance and reflecting on how we can change and adapt to meet the diverse needs of our student population; this means that this policy is often adapted to meet the needs to specific learners.

Whole School Strategies

Positive relationships are essential to our behaviour policy and continual praise is used to promote and validate positive behaviour. This is achieved in a range of verbal and non-verbal ways and with the use of praise points.

When a negative behaviour is observed or reported, adults will respectfully address the child and any other children involved on a 1:1 basis. Consistent and scripted language will allow a restorative conversation to begin immediately, with all children feeling supported.

Sanctions and consequences are in place for children to help them become accountable for their actions and to develop skills to change their behaviour, rather than to punish the actions of the child. We recognise that children will not always make positive behaviour choices. Consequences and sanctions should not be postponed until another day, unless there is no other option and should only be carried out once the child is calm and able to understand. They must be clear and aimed at the behaviour, not the child. This section outlines the agreed steps adults will follow to manage negative behaviour choices in school. It includes a

clear progression of actions, scripts to support staff with positive, assertive behaviour management and clear sanctions. All staff will:

- Use a calm, measured approach

- Refer to the child by name
- Lower themselves to the child's level
- Make eye contact
- Allow take up time for instructions to be followed
- Not engage with secondary behaviours
- Behaviour choices will be related directly to the three school rules
- Emotions will be validated and restorative questions used for reflection

In some cases, a child will present challenging or negative behaviours and become emotionally dysregulated. Action is taken to calm the situation before the behaviours are addressed. Alongside the above, we also use the stance of PACE to support children.

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and learn new social and emotional skills.

PACE stands for:

- Playfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- Acceptance – unconditionally accepting the child makes them feel safe and secure
- Curiosity – genuine and non-judgemental interest in the child
- Empathy – demonstrating compassion for the child and their feelings to support their self-esteem The Vital Relational Functions (VRFs) represent the key techniques that we consciously apply.

The VRFs include:

- Attunement – matching the energy of the child with non-verbal, energetic and behavioural communication
- Validation – acknowledging the validity of the child's feelings and experiences
- Containment – predictability, routine and experiencing safety and security
- Regulation – transforms what was too much to bear alone into an experience that can be tolerated together

Validation opens the door for adult and child to discuss actions and consequences, opening opportunities to discuss a plan of action when conflict may occur again.

"That must feel awful"

"You seem really angry"

"What a difficult situation you are in"

"It's ok to feel frustrated; we all feel this sometimes"

"Help me understand'

"Talk me through this and I will listen"

"I am here to help you"

Restorative Conversations

To enable children to develop empathy and understand the impact of their behaviour on others, restorative conversations are essential. It is imperative that the member of staff who initially dealt with the negative behaviour carries out the restorative conversation. This will help to ensure continuing positive relationships but also teach the child to reflect on their behaviour.

Report cards

Report cards are a supportive strategy that we use if a child is receiving frequent ambers. This will be discussed with parents and a report card will be set up for 1 or more weeks. This is to support the child with positive reinforcement throughout the day and is intended as a 'reset' and to help behaviour get back on track. The report card will be shared with parents every day and reviewed together at the end of the first week.

Neurodiversity/SEND

High expectations of behaviour are applied to all pupils however we recognise that a child's individual needs can impact on their behaviour. In these cases, there will be a clear behaviour plan and/or risk assessment for the individual child which sets out specific strategies and approaches, including behaviour scripts for staff. This could include the use of positive safe handling; sensory circuits; movement breaks, Thrive sessions etc.

Levels of Behaviour

We use a level system to help pupils understand the procedure for managing positive behaviour.

Green 0

Pupils are following our school rules: **BE SAFE, BE KIND, BE YOUR BEST.** They will displaying good learning behaviours and high levels of engagement

Children are reminded of expectations to encourage them to behave appropriately.

Adults praise pupils individually or as a group for showing these behaviours and reward good behaviour with frequent **Praise Points.** These are displayed on a class list with a tally for points. Pupils are motivated by a system for winning rewards based on the number of points they achieve at different stages within the day. This is typically stickers, a note home or class privilege. Classes also work towards whole class rewards at the end of the week. This is adapted for some pupils individually where they will benefit from having their praise points on an individual chart at their table space and individual rewards agreed at the start of the day to motivate them.

Amber 1

Pupil is not following the school rules, an adult reminds them of expectations. This reminder is given discreetly and respectfully and on a 1:1 basis.

If behaviour expectations in relation to school rules are not met a level 1 thinking time is issued. This should be taken at the earliest possible next opportunity. This will be a **5-minute time out** at the start of playtime or lunchtime ideally on the same day. This takes place in the classroom and is managed by the year group team. A restorative conversation with an adult takes place. In EYFS the sanction will take place immediately and in the classroom. All level 1 behaviour incidents will be recorded in the class behaviour log.

Examples of level 1 behaviour:

- Talking in class out of turn
- Throwing a small item eg a rubber or pencil
- Not following an instruction after being reminded

If a child is receiving frequent Level 1 sanctions, there will be a discussion with the class teacher and parents to discuss alternative strategies.

Amber 2

This will be a **15-minute time out** at playtime or lunchtime ideally on the same day. This will take place with a class teacher if they are available or any member of SLT. A restorative conversation with a member of SLT takes place. At lunchtime, the time out will take place outside with members of the lunchtime staff.

Example of level 2 behaviour:

- Being disrespectful to an adult
- Swearing
- Pushing another child
- Rough play
- Unkind behaviour
- Repeated Amber 1 behaviours

Amber 2 behaviour is recorded in class behaviour logs by the member of staff that issues this.

Red 3

Following investigation using the problem-solving approach, Level 3 is an **internal exclusion** and may be given if behaviour is deemed unsafe or causes significant emotional or physical harm.

The context and evidence of all the above actions must be explored and discussed with SLT before the language of 'red level 3' is used with the child. The decision for if behaviour is level 3 will only be made by SLT who will co-ordinate the next steps for a child e.g. the child will complete learning away from their classroom and may be excluded from playtime, depending on the incident and age/needs of pupil.
Parents/carers will be informed via phone call and the incident will be formally logged on CPOMS and in the behaviour log for monitoring purposes.

Example of level 3 behaviour:

- A child deliberately and physically hurts another
- A child causes serious emotional hurt
- There is an incident of bullying or discrimination
- Upturning of large furniture
- Repeating amber 2 behaviours within the same day

Individual Behaviour Plan

Where the levelled system is not working effectively for a child, an individual behaviour plan may be implemented. An individual behaviour plan will be triggered when monitoring indicates repeated level 2 or 3 behaviour or following a significant incident. The individual behaviour plan will map out the stages of behaviour and specific strategies for the adult to diffuse these behaviours at each stage and to prevent an escalation in the child's behaviour. The behaviour lead/deputy headteacher will support the class teacher to create the individual plan. The class teacher will contact parents to discuss the plan, and it will be reviewed regularly. After every behaviour incident the plan will be reviewed and updated and new version will be created and saved and uploaded to CPOMS.

Suspensions

A fixed term exclusion may be issued by the headteacher following physical violence towards staff, leaving the school grounds, or anything within level 3 (internal exclusion) which is repeated or more extreme. A letter using the suspensions letter template will be issued and shared with parents, chair of governors and the BANES inclusion service. Following a fixed term exclusion there will be a meeting with the child and parents/carers. The purpose of the meeting is to set up the conditions for a positive and supported return to school. Our SENCO is involved in this meeting for any SEN children.

Statutory guidance on suspensions

Date of reviewed policy September 2026

Next review: July 2027

Appendix 1

Extract from mobile phone guidance document:

5. Use of mobile phones by pupils

To help keep everyone safe and maintain a calm learning environment, we ask that families agree to the following rules:

- Phones are only permitted for pupils in Y5 and Y6 who walk to or from school without an adult.
- Smart phones are not permitted for any pupils.
- Phones must be turned off at the school gates and remain switched off throughout the school day.
- Children must hand their phone to their class teacher on arrival, where it will be stored securely in a locked cupboard until home time.
- The school cannot accept responsibility for any loss or damage, so we strongly advise that valuable phones are not brought in.
- Phones should be clearly labelled with your child's initials or first name.
- Parents should not contact children directly on their mobile phone during school hours. If you need to get in touch, please call the school office and we will pass the message on straight away.
- Parental consent to carry a mobile phone and agreement to the above rules must be completed in the My Child at School App

5.1 Use of smartwatches by pupils

The DfE's non-statutory mobile phone guidance includes in the term 'mobile phones' all devices with communications and smart technology that the school chooses to include in their policy.
The use of Smart watches for pupils is not permitted.