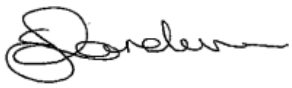
Chestnut Park
Primary School

Behaviour Policy	
Academy Name	Chestnut Park Primary School
Last Reviewed	October 2026
Review Frequency	Annually
Review Date	October 2027
Signed – Acting Headteacher	
Signed: Chair of Governors	

Chestnut Park Primary School

Behaviour Policy

Rationale

- Our behaviour policy identifies the range of strategies our school will employ that will make our school vision and values a reality.

- We believe that the promotion of good behaviour, the development of self-respect and of respect for others is a vital part of a child's education. It is one of the most important ways in which we help to ensure that all members of the school community feel happy, safe and valued and are able to benefit fully from the opportunities available to them – intellectually, emotionally, socially and morally.

Objectives

- Ensure the schools vision and values are upheld by all.
- Support, encourage and promote positive behaviour so all children can learn.
- Explain the school's definition of positive behaviour.
- Outline how pupils are expected to behave in school.
- Outline the roles and responsibilities of different people within the school community.
- Provide a clear and consistent approach to developing positive behaviour.
- Outline the system of rewards and sanctions.
- Provide detail of the support available for children who have identified and additional behavioural needs.

Our vision

To give every child the very best education, nurturing kind hearts, curious minds and the confidence to achieve their dreams.

Our HEART values

Children are at the heart of everything we do. Our values of Honesty, Empathy, Appreciation, Respect and Trust guide how we learn, work and care for one another.

Our school promise

Be Safe, Be Respectful, Be Kind, Be Ready

Kind hearts. Curious minds. Bright futures.

At Chestnut Park, all behaviour expectations are built around our four school promises: Be Safe, Be Respectful, Be Kind and Be Ready. These simple principles guide pupils' actions, decisions and relationships. By consistently promoting these expectations, we create a positive, inclusive and supportive environment where every child can learn, thrive and achieve their best.

We also expect our parents and carers to:

- Inform the school of any changes that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher.
- Support their child in adhering to the schools behaviour expectations.
- Promote positive attitudes towards school.
- Ensure children attend school in the correct uniform and have the correct equipment with them.
- Ensure children arrive at school on time and are collected at the end of the day on time!

Behaviours we expect to see at Chestnut Park Primary School:

The adults in school will,

- Clearly identify the expected positive behaviours through classroom rules and verbal reinforcement.
- Emphasise and identify positive behaviours.
- Maintain a well organised, calm and ordered physical space where learning takes place.
- Show a fair, respectful and consistent approach to promoting positive behaviour.
- Model correct behaviours and good manners at all times.
- Verbally explain expectations using age-appropriate language to ensure children have understood.
- Ensure children understand their rights and responsibilities in the classroom.
- Where appropriate, use the suggested 'behaviour scripts' to support children's understanding of expected behaviour.
- Communicate positive and negative behaviours quickly and effectively to parents in an open and honest manner.

Our School Promise

Chestnut Park Primary School has a 'School Promise' to '**, Be Safe, Be Respectful, Be Kind, Be Ready .** The emphasis is on good learning behaviours, personal safety, and respect for themselves, each other and the environment. The school promise applies across the whole school, for all activities and in all spaces of school.

Pupil code of conduct

Pupils are expected to:

- 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
- 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

Rewards

All school staff use these rewards to encourage children's positive behaviour:

- Gold Book
- Star Learner of the Week
- Star Points and Team Points
- Heart Values award
- Verbal recognition, praise and encouragement
- Recognition on Bromcom

- Staff will use non-verbal signs and verbal praise, in conjunction with defining the appropriate behaviour to regularly recognise, praise and encourage positive behaviour.

- A Gold Book is used to recognise excellent work and behaviour. Entries into the gold book are shared once a week during a celebration assembly.

- Every week, the class teacher chooses once child to receive a 'Star of the Week' certificate. This certificate is given for demonstrating one of the school's 'Exceptional Learner Attributes'.

- Throughout the day, children are given 'Star Points' to recognise positive behaviour and great work. When they reach the top of the 'star point chart' (5 stars) they are given a 'House Point'. House Points are collected at the end of each week and shared in celebration assemblies.

- At the end of each term, the 'House' with the most points will receive a reward.

The school teams will be:

- Blue
- Green
- Yellow
- Red

Sanctions

When a child demonstrates inappropriate behaviour, adults respond in a clam and supportive manner.

Where children are unable to turn negative behaviour into positive behaviour, adults will consider using sanctions to address the behaviour being demonstrated. Behaviour scripts (Appendix 1) may be used to support improving behaviour.

Sanctions are as follows:

- **The child is asked calmly to change their behaviour** with specific instructions (for example, "Please stop throwing the math's resources on the floor as they are needed for the learning"

- **The child receives a 'warning'**. (For example, "if you continue to throw the math's resources, you will be asked to leave the classroom for some 'thinking time"

- **The child is told they need 'thinking time'** and they are removed from the situation to have to calm down/ work (supervised) in a different location within the classroom/learning environment. (This will be between 5-10 minutes)

- If 'thinking time' does not result in the child being able to re-enter the learning opportunity, children may then lose some of their playtime to 'reflect' on what has happened and consider how they improve their behaviour.

- If a child's negative behaviour is significantly disrupting other children's learning, they will be removed from the classroom by a member of the senior leadership team and supported by an adult to complete their learning in a designated area where their behaviour cannot impact negatively on other children.

Reflection for children may take place at playtime or lunchtime.

Every day is a new beginning for a child, therefore an opportunity for them to make positive choices around their behaviour.

If negative behaviour continues over time, is not resolved by school staff following the schools behaviour policy or is of a very serious nature the Headteacher will become involved. This might result in:

- A parent meeting.
- Daily behaviour report
- Pastoral Support Plan
- Fixed term (temporary) exclusions
- Permanent exclusions

Anti- Bullying Strategy:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying happens when someone tries to hurt someone else physically or emotionally. It usually happens again and again.

Aim
To ensure that the whole school community understands that the definition of bullying is that outlined in the rationale.

Guidelines

- Each incidence of bullying will be taken seriously, and all sides listened to.

- Each individual will have the opportunity to talk in a safe, reassuring environment.
- All incidents will be investigated with reference to all parties and be recorded on the school's Management Information System
- Incidents and issues may be discussed in Circle time.
- Where appropriate, the behaviour incident will be recorded on the pupils' profile using the school's Management Information System and, on the school, CPOMS system (Child Protection Online Monitoring System). Parents/carers will be notified of this by telephone conversations, arranged meeting or by letter.
- The Headteacher and SENDCO will make a decision as to whether a Personal Support Programme (PSP) will be necessary or if outside agencies need to be informed. Persistent incidents will result in parental/carer consultation and may lead to fixed term, or in extreme circumstances, permanent exclusion.

Bullying

Information for pupils

- Tell a teacher or another adult in the school.
- Tell your family.
- If you are scared to tell an adult by yourself, ask a friend to come with you.
- Keep speaking up until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

When you are talking to an adult about bullying, be clear about:

- What happened to you and when.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.
- How you want it resolved for example for it to stop and for an apology.

Information for parents and families

We recognise that bullying can occur at one time or another in any school. The aim of this anti-bullying strategy is to create an environment in this school community, which discourages and prevents bullying.

Bullying behaviour includes persistent:

- Name calling and nasty teasing.
- Threats and extortion.
- Physical violence.
- Damage to belongings.
- Leaving pupils out of social activities deliberately and frequently.
- Spreading malicious rumours.
- Cyberbullying (Using technology e.g. e-mails and texts)

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	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	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Parents/carers and families have an important part to play in helping us deal with bullying.

- Discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

- Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect symptoms of bullying, although it may be members of staff or other professionals who are the first to suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:

- Calmly talk to your child about it.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened.
- Reassure your child that telling you about the bullying was the right thing to do.
- Explain that any further incidents should be reported to a teacher immediately.
- Make an appointment to see your child's class teacher.
- Explain to the teacher the problems that your child is experiencing.

Talking to teachers about bullying

- Try and stay calm – consider that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Make a note of what action all parties have agreed to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school - let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- Address your concerns according to the School Complaints Procedure (available at reception and on the school website).

If your child is bullying other children:

Children may be involved in bullying other pupils at some time or other. Often parents are not aware. The school will contact parents to discuss any incidents or concerns as they arise. Children sometimes bully others because:

- They don't know it is wrong.
- They are copying older brothers or sisters or other people in the family they look up to.
- They haven't learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how to join in with other children without bullying.
- Make an appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

Resolving Conflict

- Children will be taught to resolve conflict in a calm and kind way.
- They will deliberately teach the skills to empathise and view situations from multiple viewpoints.
- In line with our HEART values, we will promote mutual respect to enable children to treat others how they would like to be treated.
- We ask parents to support us in resolving conflict by maintaining positive views of the school, staff and entire school community.

Restraint/Positive handling:

In some circumstances, it may be necessary for staff to use 'positive handling' to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing disorder
- 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 on MCAS

- If a child is angry or aggressive, we always help them to calm (deescalate or distract) and then resolve problems.

- If there remains a risk to others or himself/herself, staff may in accordance with training and guidelines (Team teach), positively handle a child.

- In addition, should the actions of a child be prejudicial to the education of others, positive handling (Team Teach) strategies will be considered and employed where deemed appropriate.

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 coordinator 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.

Training

- Our staff are provided with training on managing behaviour, including proper use of restraint through team teach training sessions.
- Behaviour management will also form part of continuing professional development.
- External agencies such as Educational Psychologists, Advisory teachers will provide advice and guidance to support the implementation of behaviour support plans for pupils with complex and acute needs.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice

In addition, it 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 DfE guidance states that maintained schools should publish their behaviour policy online.

Roles and responsibilities

The Governing Board

- The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

- The Headteacher is responsible for reviewing and approving this behaviour policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:
- 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.

Parents

Parents are expected to:
- Support their child in adhering to the pupil 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

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Appendix 1: Behaviour scripts supporting improving behaviour

Incident	What we will say
Inappropriate behaviour	Dealt with calmly. Refer to Ready to Learn, vision as dialogue throughout and then consider using a sanction. ***It is not okay to …. I am reminding you our value… and that behaviour does not show / help / reflect our values.*** 1) The child receives 'warning'. ***I am giving you a warning as that behaviour does not show / help/ reflect of values. That is not okay.*** 2) The child is told they need 'timeout' and should calm down (supervised) in a different location within the classroom/learning environment. ***You are in having timeout because I have warned you and that behaviour does not show / help / reflect our values.*** 3) The child to lose minutes of playtime to 'reflect'. This is limited to 5 minutes at morning playtime. ***I do not… We do not…You do not…*** ***I do… We do… and you do…*** 4) The child may be removed from the classroom and spend time in another class or with SLT/Headteacher. A record of this is noted by the Class Teacher. The child will spend time in 'reflection' at lunchtime with the Senior Leadership Team (SLT) ***I do not… We do not…You do not…*** ***I do… We do… and you do…***

Refusal to follow instructions or complete adult led learning tasks	***I am reminding you of what you have been asked to do you need to follow the adult instruction. It is not okay to ….*** ***I am reminding you for the 2nd time and this is now a warning because you are not showing respect for your learning.*** ***We will expect you to complete the missed learning task and this can happen in your playtime, either this morning, lunchtime or tomorrow.*** ***Well done for choosing to return to your learning.***

Deliberate breach of CPS values	**It is not ok to…… As this is not being ….** (value). ***You are receiving a warning as … As this is not being ….*** (value). ***You need 'timeout', and you need time to calm down/ think about behaviour*** (in a different location within the classroom/learning environment. Follow up in timeout with I do, we do, you do conversations: ***I do not… We do not…You do not…*** ***I do… We do… and you do…*** Sanction following time out is called Reflection time This is time in with trusted adult is available for you to understand what happened and resolve a problem. The child to lose minutes of playtime to 'reflect'. This is limited to 5 minutes. The child may be removed from the classroom and spend time in another class or with SLT/Headteacher. **You are having reflection time.** (Identify time, not always with children) ***I do not… We do not…You do not…*** ***I do… We do… and you do…***

Physical violence – deliberate, fighting with a peer prolonged physical behaviour to another child attack on an adult Throwing items and deliberate destruction of property	***Stop. That is not ok.*** ***You are not being safe.*** ***…does not feel safe right now*** ***You are scaring…….*** ***That is not ok.*** *More help needed* please to be used if you feel at risk or need to positively hold. ***You need 'timeout', and you need time to calm down/ think about behaviour*** (in a different location within the classroom/learning environment. Follow up in timeout with I do, we do, you do conversations: ***I do not… We do not…You do not…*** ***I do… We do… and you do…*** **You are having reflection time.** (Identify time, not always with children) ***I do not… We do not…You do not…*** ***I do… We do… and you do…***

Inability to self-regulate following a physical incident or destruction of property	***I can hear that*** ***I can see that*** ***It must be really difficult when*** ***I am wondering if*** ***Thank you for telling me that*** ***I see you are finding it really hard because*** ***I know you are angry/scared/worried, but I am listening to you***