Chidham Parochial Primary School

Behaviour for learning and relationships policy

Chidham Parochial Primary School Behaviour Code

‘ GOLDEN RULE - 'Love Each Other...’

Ratified: July 2026

Review: **July 2027**

Aims

This policy is informed by the Department for Education's Behaviour in Schools guidance (September 2022) and meets or exceeds all statutory expectations. At Chidham Parochial Primary School, we aim to create a calm, safe and supportive environment where high standards of behaviour enable all pupils and staff to thrive. We promote a culture of mutual respect between children and adults, where everyone is encouraged to do their best both within school and beyond.

Our approach is rooted in our Christian values of love, hope, peace and joy. We aim to build positive relationships and provide a consistent framework so that pupils understand expectations and feel secure in school routines.

We are committed to being an inclusive school where all children can develop as confident and successful learners. We recognise that some children may require additional or personalised support to meet behaviour expectations. This may include the use of Individual Learning Plans (ILPs), provision outlined in an Education, Health and Care Plan (EHCP) or professional discretion of what will support a child in the moment.

This policy sets out clear structures and strategies to support positive behaviour. It is expected that all members of the school community demonstrate respect for one another and apply this policy consistently.

At Chidham Primary School:

- Everyone is known, loved and belongs.
- Everyone has high aspirations and tries their best to make sure they achieve their goals.
- Everyone respects their own and other people's property and takes care of books and equipment.
- Everyone is considerate to others when moving around the school by walking carefully and quietly.
- Everyone understands that physical violence is not acceptable, neither is retaliation. Serious incidents may lead to suspension or in more extreme cases permanent exclusion.
- Everyone understands that abusive, racist or homophobic language will not be tolerated in our school.
- Everyone is punctual and attends school.
- Children do not bring sharp or dangerous objects into school.
- Children must not bring toys or personal belongings into school.
- Children wear the correct school uniform (including shoes and jewellery).

Classroom Management

Effective classroom management is the responsibility of the class teacher and is central to promoting positive behaviour and effective learning.

All classrooms will provide:

- Clear and appropriate learning expectations, matched to pupils' needs.
- A calm, positive and purposeful learning environment, supported by consistent use of effective behaviour management strategies.
- A well-organised physical environment, enabling pupils to move safely and access resources independently.
- Strategic seating arrangements, to support engagement, focus and positive relationships.
- Accessible and confidential information about pupils requiring additional behavioural support, shared appropriately with cover and supply staff to ensure consistency.

Core learning values are explicitly taught and discussed. Staff reinforce these values throughout the school day through regular reminders, modelling and positive reinforcement, supporting pupils to meet behaviour expectations consistently.

Our core learning values

- We are safe
- We are respectful
- We are ready to learn

Our core learning values are explored in each class so children know what it means at an age specific level.

Being consistent

Children need their environment to be predictable and reliable. When staff respond consistently and calmly, this helps pupils to feel safe and reduces anxiety, which in turn supports positive behaviour. Staff are expected to respond to inappropriate behaviour in a calm, measured and consistent manner. Where appropriate, pupils should be given time and space to regulate their emotions rather than engaging in interactions that may escalate the situation.

Model desired behaviour

Adults in school play a crucial role in modelling the behaviours we expect from pupils. This includes demonstrating respect, fairness, kindness and consideration for others, as well as showing how to resolve difficulties calmly and appropriately. Staff should recognise that challenging behaviour can evoke strong emotional responses. However, these should not be communicated to pupils. Responses to behaviour should remain calm, consistent and measured, using a low-key and matter-of-fact

approach. Staff will ensure that positive behaviour is recognised and reinforced more frequently than negative behaviour is addressed.

Rewards

Good behaviour and work need to be recognised.

- through verbal praise
- by sharing achievements with others in class or school (eg star awards)
- by informing parents verbally
- by awarding stars, stickers or privileges
- by having class wide rewards (team points/marble jar) which have been negotiated with the children. e.g. extra playtime

Strategies for challenging unacceptable behaviour

All staff share responsibility for promoting positive behaviour and responding to unacceptable behaviour in line with this policy. Leadership is distributed across the school to ensure that all staff act consistently, confidently and transparently. All staff, both teaching and non-teaching, are expected to respond to behavioural incidents in a consistent and proportionate manner, following the agreed system of sanctions outlined in this policy. Staff should be emotionally available and supportive, maintaining calm and professional interactions at all times.

Serious incidents, including persistent or malicious bullying, and any form of discriminatory behaviour such as racial or sexual harassment, must be reported to the Senior Leadership Team on the same day they are identified. These incidents are treated as exceptional and may require immediate escalation beyond the classroom-based systems.

Staff are committed to working collaboratively to address ongoing or persistent behavioural concerns. This may involve the class teacher, Senior Leadership Team, parents or carers, and, where appropriate, external agencies.

Behaviour Levels and A ctions

Behaviours	Suggested actions
• Calling out • Not following instructions • Off-task behaviour • Making silly noises	• non-verbal reminder • clear instruction • warning • brief consequence (e.g. loss of time)

• Disrupting the learning of others • Not lining up appropriately • Arguing with peers • Generally not being safe, respectful or ready to learn.	• Time to reflect and reset • Member of staff noticing behaviour leads • Behaviour recorded
• Continuation of behaviours above despite receiving a clear warning and an opportunity to make a different choice • Repeated disruption • Refusal • Arguing with adults • Low-level disrespect	• Clear choice given • Moved to another classroom – child made to feel welcome and given a fresh start when they return, encouraged to make positive choices • Recorded on CPOMS as fact without opinion or in an emotive way. • Member of staff noticing behaviour leads and may request an additional voice to support and reinforce
• Aggression • Verbal abuse • Unsafe actions • Challenging • Prolonged disruption	• Immediate adult intervention • SLT support • Recorded on CPOMS as fact without opinion or in an emotive way. • Parent contacted • Safeguarding considered • Risk assessment considered

Suspension (formerly Exclusions)

We are an inclusive school and are committed to supporting all pupils to remain in school through a range of strategies and interventions. However, in exceptional circumstances, suspension may be used to ensure the safety and wellbeing of all members of the school community. Suspension will only be considered in response to serious incidents or persistent misbehaviour where a pupil has not responded to the support strategies and interventions put in place.

Internal Suspension

Internal suspension involves the temporary removal of a pupil from their usual class to work in an alternative supervised setting within the school, such as another classroom or with a senior member of staff. This approach provides the pupil with time and space to reflect on their behaviour whilst ensuring that learning continues. Internal suspension may be used in response to a serious incident or a series of behavioural incidents where other strategies have not been successful. Parents or carers will be informed of the reasons for, and arrangements of, any internal suspension. Appropriate work will be provided for the pupil to complete.

A Fixed Term Suspension

Fixed-term suspension is used as a last resort and represents a serious response to unacceptable behaviour. It involves a pupil being required to remain at home for a specified period of time. Only the Headteacher, or in their absence the Deputy Headteacher, has the authority to suspend a pupil. A pupil may be suspended for a maximum of 45 school days in any academic year. When determining the length of a suspension, the Headteacher will consider the nature and severity of the incident, any previous suspensions, and the range of support strategies that have been implemented. Work will be provided for pupils to complete during the period of suspension. During this time, pupils must not be present in a public place during school hours without reasonable justification, in line with legal requirements.

Following a suspension, a reintegration meeting will be held involving the school, the pupil and their parent(s) or carer(s). The purpose of this meeting is to support a successful return to school and to agree next steps for improvement. Where appropriate, specific behavioural targets will be agreed and recorded, for example through a Individual Learning Plan (ILP), or through the review or creation of a ILP.

Suspension may be issued for serious breaches of the behaviour policy, including but not limited to:

- Serious physical aggression towards pupils or staff
- Behaviour that poses a significant risk to the safety of others
- Persistent disruption to learning despite support and interventions
- Repeated refusal to follow reasonable instructions
- Bullying, including discriminatory behaviour (e.g. racism or homophobic)
- Theft
- Deliberate damage to property
- Inappropriate or indecent behaviour
- Leaving the school site without permission

This list is not exhaustive, and the Headteacher will use professional judgement when determining whether suspension is appropriate.

If repeated suspensions do not result in improved behaviour, the school will work in partnership with parents or carers and external agencies to consider further support. Parents or carers will be informed of any suspension without delay and will receive written confirmation, including the reasons and duration. The Governing Body will fulfil its statutory duty to review suspensions where required, and patterns of suspension will be reported through the Headteacher's report.

Conduct of children outside the school gates

In line with the Department for Education's *Behaviour in Schools* guidance, the school may apply sanctions where a pupil's behaviour occurs outside of the school premises and:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- is wearing school uniform
- could have a negative impact on our orderly running or reputation

Where appropriate, the school will address behaviour that occurs beyond the school gates, including inappropriate online behaviour, in order to maintain high standards of conduct and safeguard pupils.

Children requiring additional support

Some pupils may find it more difficult to meet behaviour expectations and may require additional support beyond the strategies used in everyday classroom practice. All staff should be aware of these pupils and their individual needs. The school will adapt its approach and provide targeted support by:

- **Identifying environmental factors** that may contribute to difficulties, including teaching approaches, levels of challenge, expectations and the impact of the learning environment on the pupil's self-esteem. Where appropriate, adjustments will be made and pupils will be supported to develop effective coping strategies.
- **Recognising and reinforcing positive behaviour** through appropriate, individualised rewards to encourage and sustain improvement.
- **Providing peer support opportunities**, such as a 'circle of friends', where appropriate, to help pupils develop social understanding and positive behaviours.
- **Implementing an Individual Learning Plan (ILP)**. This will be based on a clear understanding of the pupil's needs and the underlying causes of behaviour. It will include small, achievable targets, agreed provision, methods for monitoring progress and a review date. The ILP will be shared with the pupil, parents or carers, and relevant staff.

Appendix 1: Routines

Lunchtimes

Children should come into the hall in an orderly manner and sit down, having said "grace" in class together

During lunchtime, children are expected to: remain seated and ask permission to leave the table and only talk to the children on their own table and eat their lunches. Older children are expected to help younger children if necessary, and set a good example to younger children

Cloakroom

It is expected that our cloakrooms will be kept tidy by the children. Each child is allocated a peg for hanging coats and bags.

The end of the School Day

The children will be dismissed from the afternoon session at 3.15pm. Staff see the children out of the classroom at the end of the day:

Cherry & Apple Class children (YR & Y1) are met from their class's back doors (that lead onto their outdoor learning area. The rest of the school (Y2-Y6) are met on the front playground, from the green gate.

Younger children should be met by a parent/carer or representative adult as agreed. Children must not remain outside if a parent is unavoidably delayed, but should wait with a member of staff inside the school building.

Movement around the School Building

Children WALK around the building and have consideration for others when passing through shared areas.

Educational Visits

Children taking part in off-site activities will wear school uniform unless otherwise instructed. They will be supervised by responsible adults and members of staff and will be expected to adhere to the school code of conduct.

Appendix 2a: Playtime Outside Policy

Supervisors may decide to allow the children to play on the playground and/or the field. They also decide whether it is too wet to allow children on the grass or adventure playground.

Children must not play around the huts or the strip of land that runs from the playground to the field. Children are not allowed currently in the wild garden area.

We have boxes of playtime equipment. The children return equipment to boxes when they finished. Sports Ambassadors check the playground at the end of lunch.

At the end of each playtime, children are met and escorted back into school, walking in an orderly manner.

Games/activities not allowed:

- play or 'pretend' fighting
- games involving dragging children by their clothes
- surprise jumping on an unsuspecting child

Procedures for dealing with misdemeanours

1 Speak to the "victim" first without acknowledging "culprit" who is standing there.
2 Verbal reprimand (not in front of peers as a "show") but child may need to "cool off" ie have time alone to be ready to hear the message. Always refer to RRS Charters and link expectations with current worship themes/stories from the Bible when discussing expected behaviour.
3 Sit child on his/her own for a few minutes or Stand child with you or give a school based community service, such as tidying a classroom;
4 Supervise new playtime activity

A supervisor is expected to:

- walk around the playground/field and watch children wearing a high vis jacket so they are easy for children to spot
- talk to children and support children's games (where appropriate)
- comfort and encourage children
- A trained first aider will administer first aid
- report any incident of note to the class teacher and report any serious incident to the class teacher and Head – and CPOMS

Appendix 2b: Playtime Indoors policy

If it is too wet, too hot or too cold, we can make the decision to have

playtimes indoors. This will be because of a health and safety consideration to keep the children safe.

* Children may play quiet games, use construction equipment, draw or read or have a story read to them by the supervisor.
* They must stay in the classroom.
* As in lesson times, children must ask permission to leave the room (e.g. to use the toilet).
* Children are expected to clear up before the end of playtime and the next lesson starts.

Appendix 3: Safeguarding

All staff should consider whether the misbehaviour (the unwanted behaviour seen) gives cause to suspect that the child is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, all staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Child-On-Child Sexual Violence and Sexual Harassment

This part is aligned to the statutory guidance as written in the Keeping Children Safe in Education September 2023 document which states how schools and colleges should
respond to all signs, reports and concerns of child-on-child sexual violence and
sexual harassment, including those that have happened outside of the school and/or online

Sexual violence and sexual harassment can occur between two or more children
of any age and sex, from primary through to secondary stage and into college. It can
occur also through a group of children sexually assaulting or sexually harassing a single
child or group of children. Sexual violence and sexual harassment exist on a continuum
and may overlap; they can occur online and face-to-face (both physically and verbally)
and are never acceptable. Because of this we:

- make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenge physical behaviour such as pulling down trousers. Dismissing or tolerating such behaviours risks normalising them

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone
- displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment.

Responding to reports of sexual violence and sexual harassment
When responding to any events of this kind we will always follow the advice as stated in the latest Keeping Children Safe in Education Document

EXAMPLES OF HOW AN ADULT SHOULD BEHAVE WHEN DEALING WITH INAPPROPRIATE BEHAVIOUR

Give pupils the chance to take back what they have said or to apologise if they have been rude. (e.g. 'I'm sorry - what did you say?')	This can act as a brake and stop the situation getting out of hand.
Control your anger and irritation. (Sometimes it's best to say something like 'I'll speak to you later').	If you don't you will lose your authority.
Be polite at all times.	If you are rude, you are lowering your standards of behaviour to those of the pupils you are supervising.
Avoid being drawn into an argument.	It is undignified and takes you away from what you originally said
Find out the facts instead of jumping to conclusions.	You could be very wrong if you make assumptions.
Don't threaten disciplinary action at the first sign of trouble	It weakens your position and leaves you with nothing in reserve.
Treat each pupil equitably.	Nothing will make children lose their respect for you more quickly than feeling that you are not being equitable.
Stick to the point you wish to make. Don't get drawn into side issues.	Repeating your point firmly again and again, if necessary, helps you stay in control.
Avoid patronising and sarcastic remarks.	It is rude to make such comments and they set a poor example.
Don't shout at pupils.	You will just add to the commotion and again, you will be setting a bad example.
If you have to reprimand a pupil, take them on one side, away from their friends.	This avoids making them feel a fool in front of their friends. It also stops their friends getting involved/confusing the issue.