



# Chaucer Primary School Behaviour Policy

*At Chaucer Primary School we are  
kind, respectful and proud of all our  
achievements.*

Reviewed by the Headteacher: September 2022

Approved by Governors: September 2022

Due to be reviewed: September 2023

This policy has been written in order to comply with section 89 of the Education and Inspections Act 2006 - <http://www.legislation.gov.uk/ukpga/2006/40/section/89>

This policy should be read in conjunction with the following:

- Health and Safety Policy
- Safeguarding/Child Protection Policy
- E Safety Policy
- Acceptable Use Policy

- Single Equalities Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-School Agreement
- Special Educational Needs Policy and statutory legislation relevant to schools on the use of restraint and confiscating items of property.

At Chaucer Primary School, our aim is to provide the optimum conditions for successful teaching and learning by creating a positive climate and culture, benefiting all staff and students. We ensure that the school's high expectations of behaviour are clear and consistent and that all members of staff promote and adhere to this policy. Our positive behaviour approach encourages children to develop positive relationships based on fundamental British values.

Our high expectations enable us to create a calm and purposeful learning environment. We reward the children who do the right thing and we encourage independence and self-discipline. Our consistent routines aim to raise the standards of behaviour in school.

We have one simple school rule:

**At Chaucer Primary School we are kind, respectful and proud of all our achievements.**

The teachers and children in each class may also establish a set of classroom rules unique to that class and reflecting the children's needs or targets at any given time.

## **Promoting Positive Behaviour**

At Chaucer we believe that promoting positive behaviour:

- Ensures empathy, respect, self-esteem, self-discipline, and awareness of appropriate behaviour sets children up for later life.
- Ensures a safe, secure, and effective learning environment.
- Ensures that incidents are always dealt with fairly, consistently, and proportionately.
- Supports staff, pupils, and parents – they know that incidents will always be acted upon and handled fairly, and that school management will uphold the decisions detailed in the policy. This promotes trust and wellbeing.
- Creates a cornerstone for other policies that the school has, such as bullying, online safety, and acceptable use policies.

## Responsibilities

The Headteacher, alongside school governors, is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are consistently applied.

### All Staff are responsible for:

- Teaching learning behaviours reduces the need to manage misbehaviour.
- Provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.
- Encouraging pupils to be self-reflective of their own behaviours.
- implementing the behaviour policy consistently
- modeling positive behaviour
- providing a personalised approach to the specific behavioural needs of particular children
- recording behaviour incidents on the behaviour log/ cpoms

### Parents are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## Celebrating Positive Behaviour

At Chaucer Primary School we believe every child from Reception to Y6 begins each day with a fresh start. We want our children to respond to the ethos of the school and behave in a responsible way, showing respect, kindness and self-discipline.

Good behaviour is recognised and rewarded and provides a good example for others, as well as promoting the child's self-esteem.

### Individual Rewards include:

- Stickers, stamps, smiley faces and stars, class teacher reward certificates
- Written comments
- Private praise
- Praise in front of peers
- Work shown to other pupils and/or staff

- Parents informed of good behaviour
- Star of the week certificates and rewards given out in Celebration Assembly

Despite the positive climate, sometimes children may occasionally fail to meet the high standards of behaviour we expect. Each incident will be in a particular context and individual circumstances will be taken into account as appropriate.

## Unacceptable Behaviour

At Chaucer Primary School we consider the following to be examples of unacceptable behaviour:

- Lack of respect for adults or each other e.g. talking in class/assembly when the teacher is talking or answering back
- Lack of respect for other children e.g. interrupting rudely when others are trying to speak or laughing at other children in order to hurt their feelings
- Deliberately hurting others, with words or actions
- Behaviour which interrupts their learning or the learning of others
- Swearing
- Damaging property
- Dropping litter
- Stealing
- Refusing to follow instructions
- Racist comments
- Homophobic comments
- Bullying, physical or verbal -online or offline
- Child on Child Abuse, examples of which are detailed in the [School safeguarding Policy](#)

The children know if they choose to misbehave, they may have to accept the following consequences:

Playtime: If an incident happens on the playground, a warning may be given or the child may be asked to walk with the member of staff on duty, or stand on their own for a few minutes. They may be sent into school with an adult to calm down. The member of staff on duty will decide if the incident is serious enough to be reported to the class teacher and/or noted on CPOMS (a secure electronic recording system for safeguarding and behaviour concerns) or on the class behaviour reporting sheet.

In the lunch hall: Children may miss some or all of their lunchtime play. More serious incidents may be reported to the class teacher and/or noted on CPOMS.

Recording incidents of poor behaviour, along with shared trigger points, means that long-term patterns of behaviour can be analysed and appropriate further provision and support implemented in order to improve the child's behaviour and wellbeing.

In the classroom: The child may work on a table alone or be sent to a partner class. Children may be asked to write or reflect about their actions and/or write a letter of apology and playtime may be lost.

Staff will always acknowledge and follow up incidents of poor behaviour with respect to the following:

- Health: does the child have an underlying medical problem that explains their behaviour? If a child is experiencing pain or discomfort then they may be acting out to express this, particularly if they have a problem communicating it.
- Behavioural difficulties: conditions like ADHD, autism, and other learning difficulties may make the child unable to handle and express their feelings effectively.
- Change: has been through any big changes recently and whether this is causing them to display challenging behaviour. For example, if they've moved school, their parents have separated, or someone close to them has passed away.
- Learned behaviour: the child may have learnt that acting out is how they get what they want, or may have been in an environment where everyone acted in the same way.
- Home environment: if the child has a poor home environment, such as frequent arguing, then they may feel like shouting and hostility is the norm. Additionally, if there are parental issues, such as domestic violence, mental health problems, and substance misuse, the child may adopt challenging behaviour as an outlet. As detailed in the Safeguarding Policy, the school is part of the [Encompass Strategy](#) and any incidents of domestic violence reported to the Encompass lead, Claire Murphy (Headteacher), will be passed on to the class teacher in order for them to support the child following an incident in the home.
- Boredom: challenging behaviour may arise if the student feels bored in class and with their work. Moreover, an unrecognised talent may also result in the behaviour, as students struggle to stay on track with something they already know how to do.
- Lack of routine: a lack of routine, often in their home environment, can also create challenging behaviour. For example, late bedtimes and not enough sleep, insufficient support, and no behavioural boundaries.

## Serious Incidents of Behaviour

Occasionally more serious incidents can happen. If a child has continued to behave in an unacceptable manner, the child may work away from the rest of the class with the Headteacher or another member of staff. They may have separate playtimes and lunchtimes. Parents will be informed if there is a serious incident. All serious incidents will be recorded on cpoms and parents will be informed of the actions that will be taken with regard to sanctions and consequences.

All pupils are expected to behave appropriately both inside and outside school, as they are representing the school's vision and values and school regulates pupils' behaviour in these circumstances to such an extent as is reasonable.

## Bullying

Bullying will not be tolerated at Chaucer Primary School. The School Anti-Bullying Policy details the schools response to incidents of bullying.

The teaching of Personal, Social and Emotional Development helps school to focus on key issues of concern and how to improve pupil and student outcomes.

School assemblies reinforces the behaviour policy, school ethos and expectations as well as what children should do if they feel they are being bullied:

- The online 'Care Bear' reporting button on the school website
- Anonymous reporting in the Worry Box- located in shared areas.
- Staff visible and available for children to report any issues.

The school Computing Curriculum teaches children about online safety, including cyber bullying, discrimination and prejudice based cyber bullying.

All types of bullying are taken very seriously in school and school recognises the seriousness of both racial and homophobic bullying. Staff are mindful of the need to assess the risk of children being drawn into terrorism and extremism. All staff are aware of the advice contained in The Prevent Duty (June 2015) and refer any potential individual at risk of radicalisation to the Prevent DSL.

Any reports of child on child abuse, including online abuse, will be reported to the designated Safeguarding Leads in school. The Safeguarding leads will take advice from the Local Authority and ensure parents are involved in any actions taken, including reporting to the police.

## Reasonable Force

Reasonable force is legal but will only be used when necessary: to prevent pupils committing an offense, injuring themselves or others, or damaging property, or to maintain good order and discipline. For example, it might be used to stop a fight in the playground, to prevent a child from leaving the classroom if doing so would risk their safety, or to prevent them from attacking a member of staff. Force will never be used as a punishment.

## Exclusions and Suspensions

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Exclusion is a last resort, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Only the Headteacher can take the decision to suspend or exclude a pupil. If a decision is taken to suspend or exclude a pupil for a fixed term or permanently, L.C.C. guidelines will be followed with due regard to the Guidance from the Department of Education on Exclusions and Suspensions in Maintained Schools.

[DfE Guidance for Maintained Schools on Suspensions and Exclusions](#)

## SEND

The School recognises its legal duty under the Equality Act 2019 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. We understand that some children may need additional support with their behaviour and readily work with them, their parents, carers and outside agencies to support these pupils. Where necessary the SENCO will work with class teachers and other key staff to ensure that individual behaviour support plans are in place.

We aim to create an environment where children have the chance to reflect upon the impact of their behaviour, and then decide how they can make the situation better. We discuss choices and provide children with strategies to improve their behaviour.

## Pupil Support

Chaucer Primary School is committed to the pastoral support for all our children. Staff have undertaken training in mental health support, behaviour support, a vast range of SEND training for various needs. There is a full time dedicated Family Learning Mentor available for children and their families to seek support and be signposted to various services in the locality. The school works closely with the feeder high schools to ensure a smooth transition to the next phase of their education.