



# Chaucer Infant & Junior School

## Behaviour Policy

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## **Statement of intent**

Chaucer Infant and Junior Schools believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are committed to establishing clear expectations and cultivating an ethos of mutual respect, justice and positivity. Productive relationships are at the heart of everything that we do and we believe that children should be allowed a voice; we encourage them to express themselves, whilst remaining respectful, polite and diplomatic. Our staff strive to model these high standards at every opportunity and work hard to maintain an atmosphere where children feel safe in learning from their mistakes. At Chaucer Infant and Junior Schools, we do not tolerate prejudice or bullying of any form and we use every opportunity to educate our children about diversity and tolerance. We pride ourselves in being a happy, welcoming and considerate establishment.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to fight the stigma around mental health and create an environment in which mental health is recognised and discussed as part of our daily practice. Pupils are taught to be resilient and to take ownership of their wellbeing.

We aim to do the above through our use of the following key concepts:

### **Chaucer Infant School**

#### **Our School Rule**

At Chaucer Infant School, we teach our children to be Ready, Respectful and Safe. To do this, we have simple, visual posters which demonstrate the key principles of each word – these are displayed around school.

### **Chaucer Junior School**

#### **Our School Rule**

Chaucer Junior School has only one rule, which we feel embodies every necessary aspect of behaviour, **'Respect'**. This should be directed towards ourselves, each other and the environment.

#### **Core Values**

We work alongside our children to become more positive community members through our use of 'Core Values' – co-operation, aspiration, tolerance, kindness, resilience and appreciation.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## **2. Roles and responsibilities**

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher (or alternative leadership) will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The pastoral team (or mental health lead) will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and pastoral team, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO, Inclusion Lead and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO
  - Headteacher
  - Pastoral team
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Disruption on public transport
- Use of mobile phones
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs regularly, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **5. Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **6. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will keep a record of all incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a warning and reminder of the expected behaviour
- Loss of free time
- Being repositioned in the classroom
- Removal of privileges
- Reflection (Junior School)

Any sanctions will always be granted alongside the use of restorative actions to help the child understand the consequences of their behaviour, advise them about alternative routes of action and repair any relationships which have been damaged during the incident.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The headteacher, a member of the senior leadership or a member of the pastoral team will be notified and come to support the staff member as soon as possible.
- The incident will be recorded on Arbor.

- Where deemed necessary, the pupil will be removed from the classroom – the pastoral lead or senior leader will determine the period the pupil will be removed from the classroom, as well as any reflection time or loss of free time.
- The class teacher, senior leader or pastoral lead will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following actions will be considered:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension
- Although unacceptable behaviour does not necessarily mean a pupil has additional needs, relevant professionals will meet to determine whether an assessment would be appropriate to determine whether the child has any form of additional needs such as SEND or SEMH.
- Key members of staff will meet to review provision and explore whether any updates are required, including the possible involvement of external agencies.
- It may be appropriate to produce documents which are specific to the individual child such as a risk management and wellbeing plan and home/school agreements. If children and parents refuse to comply with any of the necessary documentation in place to ensure safety, it may not be appropriate for them to be present at the facility.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.

- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **7. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- SEMH support (Thrive, Positive Play, Ways to Wellbeing)
- Alternative provision during challenging parts of the day (e.g. before school, after school, breaks or lunch)
- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Engagement with local partners and agencies

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Personal Development curriculum**

Positive behaviour will be taught to all pupils as part of the personal development curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The personal development curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made without undermining expectations for the other children. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher–pupil relationships**

Positive teacher–pupil relationships are crucial in maintaining an ethos of positive behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and their motives. This creates a strong foundation, based in mutual respect, from which behavioural development can take place.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will use **Thrive** to implement de-escalation strategies and actively diffuse the situation where possible. This can include a range of techniques:

- Remaining calm, speaking clearly and maintaining a low-pitched voice.
- Using simple, direct language to reassure the child and offer them suitable alternative choices.
- Remembering that behaviour is not personal to them and practicing forgiveness.
- Providing adequate personal space and not blocking a pupil's escape route unless it is a safety requirement – where possible, other children should be moved away to prevent the need for physical intervention.
- Showing open, accepting body language, e.g. kneeling down to their level and not standing with their arms crossed.
- Avoiding the subject of consequences and not increasing expectations until the child is able to regulate.
- Empathising with the child and validating their emotions.
- Always offering the pupil a route away from confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened or if they go to safe space they can be left alone for some time.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **Physical intervention**

In line with the school's Physical Intervention Policy, staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or causing significant damage to school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher or appropriate alternative, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil – pupils will not be sent home without the school contacting their parent. If a pupil is in emotional distress following an incident, parents may be asked to come and offer support to the child – it would then be at the discretion of the parent whether they wished to take the child home or leave them at school. The parent may agree with staff to bring the child back to school later in the day when they are suitably emotionally regulated.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff – this may be referred to as an 'internal suspension'.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- As an alternative to formal suspension

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. On most occasions, parents will be informed on the same day, or as soon as possible afterwards, if their child has been removed from the classroom.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary. This will depend upon the severity of the incident and the amount of disruption caused to others.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

Relevant staff members will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

A clear process will be established for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help

the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

### **Reflection (Junior School)**

Reflection is held in a classroom at lunchtime and has multiple purposes; sometimes it is used simply as a sanction, to keep children away from other pupils during their dinner time. Most of the time, it is a space which is used to reflect on events, have high-quality discussions around prevention and complete restorative action – the purpose is to help children with their personal development and SEMH.

All members of staff at the school can impose reflection on a pupil, unless the headteacher decides to withdraw this power. The headteacher or other members of SLT will work with the other staff to determine an appropriate length of reflection. Suggested lengths are summarised within Appendix A.

Parental consent is not required for reflection and, therefore, the school is able to issue reflection as a sanction without first notifying the parents of the pupil. In most cases, parents would be informed afterwards.

When issuing reflection, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. As reflection occurs at lunchtime, children will be allowed time to eat, drink and use the toilet.

## **8. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **9. Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke or vape on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the advice outlined in government's Searching, Screening and Confiscation guidance and the Child Protection and Safeguarding Policy.

## **10. Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or

- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

#### Mobile Phones: Infant School

Children are not permitted to bring phones to school.

#### Mobile Phones: Junior School

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated and, depending on the circumstances relevant to the case, further sanctions may be implemented, such as Reflection. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above.

### **11. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Pupils are expected to follow the relevant school rules at all times: **'Respect'** at the Junior School and **'Ready, Respectful, Safe'** at the Infant School. The schools strive to provide appropriate support for pupils whose SEND may affect their behaviour so that they are able to adhere to these expectations.

### **Classroom rules and routines**

The schools have an established set of clear, comprehensive and enforceable classroom expectations which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Staff strive to phrase these using positive language in order to do this – what we 'will' do instead of what we 'will not' do.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure

pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. having visual reminders and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, all children will sign copies of our school rule poster to state that they agree to behaving respectfully at all times.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

### **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Resilience and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The use of Core Values is encouraged (**Junior School**).

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. Please see Appendix B for a summary of positive reinforcement and rewards on offer to pupils.

## **12. Effective pupil support**

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

## **13. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the school rule will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform or within sight of the school.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Shows overt disrespect.
- Could have repercussions for the orderly running of the school.

Although staff will not necessarily discipline behaviour which occurs within the wider community where the above does not apply, they will inform parents and any other relevant agencies.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school can impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. However, parents are reminded that it is not the responsibility of the school to ensure proper supervision where these incidences occur: e.g. via social media platforms where the children are younger than the age rating or in public without the supervision of an adult.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

#### **14. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data
- Attendance, permanent exclusion and suspension data
- Use of alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

### **15. Monitoring and review**

This policy will be reviewed by the headteacher and other relevant staff members on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is October 2026.

### Appendix A: Suggested Consequences (Juniors)

Behaviour	Consequence	Duration
Discriminatory behaviour (e.g. towards race, gender, sexuality, religion etc.)	Reflection	2 days
Obvious racial slurs*	Suspension	2 days
Physical aggression (towards other children)*	Reflection or suspension	2 days
Physical aggression (towards staff or other adults)*	Suspension	2 days
Swearing (general outbursts or towards other children)	Reflection	1 day
Swearing (towards staff or other adults)*	Reflection	2 days
Refusal to follow instructions*	–	–
Low-level disruption	Loss of free time	–
Presence of prohibited items (not dangerous)	Reflection	1 day
Presence of prohibited items (potentially dangerous)*	Reflection or suspension	2 days
Non-completion of work	Loss of free time	–
Damage to property or theft*	–	–
Sexualised language or behaviour	Reflection	1 day
Sexual harassment or assault*	Reflection or suspension	2 days

– Where ‘–’ is indicated as the consequence or duration, this means it is dependent on the seriousness and context of the incident.

– Please consider that suggestions above are guidelines and alternative action may be taken in light of extenuating circumstances or repeated behaviour.

– Where appropriate, internal suspensions may be considered as an alternative to suspensions.

*\*Permanent exclusion may be considered as a result of repeated behaviour or particularly serious examples of behaviour incidents indicated above.*

## Appendix B: Suggested Consequences (Infants)

Behaviour	Suggested consequence	Inform parents
Discriminatory behaviour (e.g. towards race, gender, sexuality, religion etc.)	Time to reflect	Yes
Obvious racial slurs*	Suspension	Yes
Low-level physical contact	–	–
Physical aggression (towards other children)*	Time to reflect or suspension	Yes
Physical aggression (towards adults)*	Suspension	Yes
Swearing (general outbursts or towards other children)	Time to reflect	Yes
Swearing (towards staff or other adults)*	Time to reflect or suspension	Yes
Refusal to follow instructions*	Time to reflect	–
Low-level disruption	Time to reflect	–
Presence of prohibited items	–	Yes
Non-completion of work	Complete work	–
Damage to property or theft*	–	–
Sexualised language or behaviour*	Time to reflect	Yes

– Where ‘–’ is indicated, it is dependent on the seriousness and context of the incident.

– Please note that all above consequences will be enacted alongside appropriate restorative action.

– Please consider that suggestions above are guidelines and alternative action may be taken in light of extenuating circumstances or repeated behaviour.

– Where appropriate, internal suspensions may be considered as an alternative to suspensions.

*\*Permanent exclusion may be considered as a result of repeated behaviour or particularly serious examples of behaviour incidents indicated above.*

## Appendix C: Positive Reinforcements and Rewards

### **Positive Praise**

First and foremost, the staff and patrons of Chaucer Infant and Junior Schools aim to acknowledge and praise positive behaviour wherever possible, showing their appreciation when children are polite and respectful.

### **Chaucer Champion and Headteacher's Award**

Every week, during Chaucer Champion assembly, one child from each class and another child selected by the headteacher will be celebrated for a particularly special demonstration of our core values or school rule. Teachers will keep a record of children who have been awarded Chaucer Champion and aim to ensure that every child receives the award during the year. However, for various reasons, this is not always possible.

### **Group of the Week (Junior School)**

Every week, a group of children will be celebrated for a particularly special demonstration of our core values or school rule.

### **Core Value Nominations (Junior School)**

#### Individual benefits

The child who is most-nominated for each of the core values will be rewarded with a trip or experience at the end of the term. The top 5 children for each core value will receive a certificate.

#### Whole-class benefits

The class who have accrued the most nominations over the week will be rewarded with a table-top games session in the classroom.

### **Diddy Dots (Infant School)**

Children demonstrating behaviour specified on the '**Ready, Respectful, Safe**' posters will receive Diddy Dots from members of staff and visitors at the school. They will stick their Diddy Dots to their jumpers and then to their reward cards when they return to the classroom.

Children will be reward in the following ways for collecting the specified number of stickers:

**15 stickers** – Bronze certificate

**30 stickers** – Silver certificate & access to termly hot chocolate and biscuits

**50 stickers** – Gold certificate & access to termly party

### **Academic Rewards (Junior School)**

The Maths and English leads run a special assembly once a week to reward individual and whole-class achievements within TTRS, EdShed and Accelerated Reader.

#### English

Every week, the class with the highest accuracy achieved during their AR quizzes are rewarded with extra play and anyone who achieves 100% is entered into a draw for a small treat.

Termly, the class with the highest number of children who have achieved their target are rewarded with a non-uniform day and children who achieve this for two terms in succession are rewarded with a reading challenge badge.

Any child who achieves the title of Word Millionaire will be rewarded with a special visit or experience.

#### Maths

Every week, the four children from each class who appear at the top of the Hall of Fame for TTRS are rewarded with a small treat and the highest-achieving children in the termly competition will be given an appropriate award such as extra break or a puzzle book, depending on the circumstances.

### **Attendance (Junior School)**

#### Individuals

One child per year group will be selected as a result of their consistency or improvement in attendance – they will be given “VIP” for the following week, which means they go down for dinner first and get to choose a friend to accompany them on the VIP table.

Individual children with 100% attendance will be given small treats on a termly basis and more substantial prizes will be awarded to children who achieve 100% over the year or their entire school career.

Children achieving 96% attendance or above are also celebrated and given certificates in termly assemblies.

#### Classes

Every week, any class whose attendance is over 96% will be given a sticker for their attendance chart – when they have accrued 3 stickers, they will be given

an afternoon off seating plan. Any class who achieves 100% will automatically be awarded an afternoon off seating plan without impacting the stickers already on their chart.

Every term, the class with the best attendance will be rewarded with a trip to the park or, if the weather is unsuitable, an afternoon of indoor games and activities in the hall.

### **Roles of Responsibility (Junior School)**

There are various roles of responsibility around the school which can be awarded to children who display consistently good behaviour. These include but are not limited to the following:

- Prefects
- School Council and Class MPs
- Subject Ambassadors
- Assembly Monitors
- Office Assistants
- Junior Leaders

These responsibilities can be removed at any time if children are not demonstrating sufficiently high standards of behaviour.

*Please note that Attendance Rewards are reviewed in line with the Attendance Policy and, therefore, rewards listed above for both schools are under review.*

## Appendix D: Infants' Behaviour Flowchart

### **First Interaction: Non-confrontational connection**

e.g. "Are you okay?" or "Do you need help with...?"

Let them know why you are asking



### **Second Interaction: Reset expectations and offer alternatives**

Calmly remind of precise expectations and possible consequences

E.g. "Don't forget that we can't go out at break until the first three questions are finished" or "We can't stay in the room if we're making noises that would distract other children"



### **Third Interaction: Take action**

Offer alternatives such as brain breaks, noiseless fiddles, jobs, working outside of the classroom

Give clear time frames, reminders about expectations and consequences, warn about the need to inform parents

#### **Is the behaviour disruptive?**

<b>Yes</b>	<b>No</b>
Minimise disruption to other children by offering a change in environment	Leave clear instructions and ensure the child understands the consequence
<b>If this isn't working?</b>	<b>If this isn't working?</b>
Send for SLT	Give them space to make their own choices, check in to offer support

Incidents of significant violence towards children, physical aggression towards staff, significant incidents of swearing and significant verbal abuse towards staff should always be **referred to SLT** at an appropriate time.

*Parents may be contacted to offer support if children are not able to comply.*

## Appendix E: Emotionally Dysregulated Children

### **Attune**

#### **“Catch ‘n’ match the feeling”**

Read the child’s emotions, tell them that you can see how they are feeling; match your tone and actions to their mood.



### **Validate**

#### **“Stop the behaviour, validate the feeling”**

Explain that you can understand how they are feeling, without condoning their actions; let them express themselves; empathise.



### **Contain**

#### **“Make the unbearable survivable”**

Help to create an environment that feels safe; take the child to it create it around the child; remove unnecessary stimulants such as people, noise; give the child distance if they need it.



### **Regulate**

#### **“Meet the intensity, then calm and soothe”**

Support the child to regulate their feelings; interact without judgement; identify their needs; allow them access to calming, low-stakes activities for an appropriate length of time.



### **Look forward**

#### **“What can we do to fix it?”**

Calmly support the child in identifying appropriate steps or consequences for the behaviour demonstrated; do this in a non-confrontational, matter-of-fact way; acknowledge that mistakes are part of life; make plans to rejoin the class.