

Chalford Hill Primary School

Behaviour Policy

Reviewed: September 2026
Review Due: September 2027

Introduction

At Chalford Hill we create a safe, welcoming and engaging environment, promote positive values and behaviours to inspire learning, and prepare our children for a confident, happy and successful future. Our holistic approach fosters good relationships between pupils, staff, parents and the wider community, provides moral guidance for children and clear expectations of their behaviour. We actively encourage, recognise and reward the everyday positive conduct and contributions that pupils make to school and community life, while fairly and firmly addressing behaviour that falls short of our standards.

This policy has links with the Safeguarding Policy (including Child Protection Policy) and the Anti-bullying Policy.

Guiding Principles

We understand that children are more likely to adopt good behaviour in response to established social norms and values, mutual respect, positive feedback, good role models, and when engaged in motivating and inclusive lessons. We recognise the importance of engendering healthy self-esteem, resilience, and the ability to cope with conflict.

Challenging behaviour requires proactive intervention and support. Consequences must be clear, easily understood by all and consistently applied. In these situations, it is the behaviour that is unacceptable, not the child.

Promoting our Positive Ethos

We want every child to:

- be curious – to explore life and all its wonders!
- be unique – embrace difference and celebrate that everyone in our world is different
- be respectful – be kind and caring and look after each other
- be empowered – show resilience and learn from their mistakes and be confident to have another go

REACH learning behaviours underpin all learning inside and outside the classroom. The children are encouraged to develop and demonstrate these learning behaviours at school.

Respect: We respect ourselves, others and everything around us by making good choices.

Effort: We take part and try our best in school; our community and the wider world.

Achieve: We ask questions and work hard to achieve our goals and reach our potential.

Challenge: We look for ways to solve problems and improve even when we find things hard.

High Five: We celebrate ourselves and each other; building positive relationships.

Our 'Reach Golden Rules' are displayed throughout the school, providing a clear moral framework with a simple, shared vocabulary to help promote these values:

- We choose to be gentle - don't hurt others.
- We choose to be kind and helpful - don't hurt others' feelings.
- We choose to work hard - don't waste time.
- We choose to look after everything around us - don't waste or damage things.
- We choose to be honest - don't try to cover up the truth.
- We choose to listen - don't interrupt.

Upholding these rules and displaying these learning behaviours is rewarded through praise, recognition and House points. Every child is a member of a House: Rack; Cowcombe; Coppice or Marle. House points are accrued as individuals but also contribute to whole House totals and a whole class total. House points are recorded using our class Dojo systems and when a class reaches a target they are rewarded with a whole class event (an afternoon off-timetable).

If children choose to break a REACH Golden Rule, they are given a warning. If they continue to choose to break these rules, they are moved, firstly within the class and then to another class if they are still choosing not to follow the golden rules. Staff will log incidents in CPOMS as detailed on the 'Steps to support positive behaviour'. The 'Steps to support positive behaviour' are outlined at the end of this document.

At breaktimes, staff will refer to the REACH Golden Rules lanyards and follow the script on these. If children choose to break a REACH Golden Rule, they will have a 2 minute 'time out' where the child is supervised by the staff member.

All staff will use this system consistently.

Children have regular opportunities to reflect and discuss our values, rules and behavioural expectations during forums such as assemblies, circle times, PSHE lessons, P4C and individual or group reflection.

Behaviour Curriculum – The curriculum is taught explicitly during the first week in the Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each of the six terms, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year.

On a day-to-day basis, breaking of REACH Golden Rules is dealt with by the class teaching staff as outlined above and in 'Steps to support positive behaviour'.

More serious incidents will be dealt with by the Head Teacher or Deputy Head Teacher and may require:

- Parents being called and asked to support the school in a joint meeting with the child.
- Have a personalised behaviour plan that includes strategies for the child and adults to use.
- Internal exclusion (isolation).
- Fixed-term exclusion.
- Permanent exclusion. Only the Head Teacher or Acting Head can exclude a pupil. This action must always be reviewed by the Governing Body.

Sanctions will always be immediate, appropriate and proportionate, and carried out in accordance with obligations set out in [Local Authority](#) and [Department of Education](#) guidance.

Children who consistently choose to break REACH Golden Rules, despite support, are recorded on the school tracking system (CPOMs).

Parents are informed of our approach to behaviour and commit themselves to supporting it. The behaviour policy is sent to parents at the start of each academic year.

Staff with concerns about changes in a child's behaviour which they believe may be linked to child protection issues, should consult the Safeguarding Policy and seek the advice of the school's Designated Safeguarding Lead immediately.

The Senior Leadership Team are a visible presence around the school, promoting behavioural standards and management, and are available to advise and support colleagues.

Child on Child Abuse

All staff are aware that children can abuse other children (referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

Promoting an understanding of respect of others and assisting children in seeing why this is important is a priority, and happens through setting clear expectations of behaviour, through PHSE and P4C learning in class, and in assemblies. Children know that they can report concerns freely through any member of staff in the knowledge that they will be taken seriously and actioned quickly. Some of our more vulnerable children have named trusted adults in school that they can go to for support.

Through developing positive and trusted relationships with children, we believe that children will feel able to talk to a member of staff, be it in class or outside during break. All staff are briefed in how to listen to children and respond appropriately.

Any concerns are logged on our online tracking system CPOMs. This allows the Leadership team to monitor incidents and discuss actions.

Allegations of child-on-child abuse are taken seriously. Children will be listened to and their concerns recorded. Staff will discuss next steps with either the Deputy Head Teacher or the Head Teacher and action taken as appropriate. This may include talking with parents of both victims and perpetrators, sanctions for perpetrators, and some reconciliation between victim and perpetrator. Early help support might also be appropriate for victims and perpetrators. More detailed information about child-on-child abuse can be found in Keeping Children Safe in Education.

Monitoring and review

This policy will be monitored and will be reviewed annually.

Steps to support positive behaviour

1. Look – a non-verbal - a look towards a child as a gentle reminder
2. Signal – face expression / hand signals/ pause
3. Praise children doing the right thing, eg. children purposefully ignoring disruption (e.g. if a child is whispering to friend praise someone who is listening carefully to what is being said).
4. Reminder of Rules – 'remember our rule...'. Refer back to the Reach Golden Rules.
5. Verbal Warning: "I am giving you a warning because you are not...[Reach Golden Rule]..."
6. Distract / Divert - this can help by keeping things positive rather than criticising (e.g. 'Peter, can I see your work please?' or 'I can see you are finding this difficult, do you want some help?') Offer option of moving to 'concentration station' /swapping places.
7. 'I' statements / 'When....then....' requests – eg 'I feel very disappointed when people don't take care of equipment in our classroom', 'When you are calm, I will listen to your side of the story.'
8. Move in Class – If children stay where they are and behaviour does not improve then they are moved. Make it explicit why you have done this. Loss of some play or lunchtime.
9. Move to another class – If child's behaviour does not improve using all the above then they need to take their work to another classroom. We will make it clear why they are going. Parents need to be informed face to face or by telephone at this stage.

****LOG ON CPOMS****

10. Move to Headteacher's office - parents asked to meet with Headteacher/Deputy Headteacher

We are all working towards the children taking responsibility for their behaviour but this will only happen if we give them the skills they need to do so.