



At Chellaston Infant School, we believe that everyone should reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

**Chellaston Infant School**  
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## BEHAVIOUR POLICY

Date	Change made where?	Change description	Approved by Governors	Next review
20.09.21	Aims section	Additional aims added.	27.09.21	Autumn 2022
20.09.21	Throughout document	Word consequences exchanged for consequences.	27.09.21	Autumn 2022
20.09.21	School rules section	Change to wording	27.09.21	Autumn 2022
20.09.21	Section 4	Rephrasing to reflect restorative justice and removal of stipulated recording system	27.09.21	Autumn 2022
20.09.21	Appendix 3	Removed	27.09.21	Autumn 2022
20.09.21	Appendix 1	Redrafted to reflect changes to system	27.09.21	Autumn 2022
22.09.21	Page 2	Added reference to the Safeguarding policy and making direct links to guidance on peer on peer abuse.	27.09.21	Autumn 2022
26.04.22	Appendix 6	Individual positive behaviour plan included.	May 2022	Autumn 2022
26.04.22	Exclusion Section	More detail added about exclusion to this section.	May 2022	Autumn 2022
19.05.2022	Behaviour Principles	Additions made – bullet 1 & 2	May 2022	Autumn 2022
19.05.2022	Consequences	More detailed added around individual behaviour plans	May 2022	Autumn 2022
19.05.2022	Monitoring	Added the requirement to record incident on CPOMS that involve SLT or LM	May 2022	Autumn 2022
26.09.22	Section 6	Title changed to Suspensions and Exclusions to reflect change in DfE policy.	26.09.22	Autumn 2023

Our behaviour policy has been developed in partnership with stakeholders including; governors, school staff, Headteacher and Special Educational Needs and Disabilities Coordinator.

In developing our behaviour policy, we reflect upon the following aspects of school practice;

- A consistent approach to behaviour management, teaching and learning.
- School leadership.
- Classroom management, learning and teaching.
- Rewards and consequences.
- Behaviour strategies and the teaching of good behaviour.
- Staff development and support.
- Pupil support systems.
- Liaison with parents/carers and other agencies.
- Managing pupil transition.
- Organisation and facilities.

The measures in our behaviour policy aim to:

- Promote good behaviour and respect.
- Prevent bullying, including bullying relating to:
  - race, religion or culture
  - homophobia
  - SEND
  - gender
  - cyber bullying

The behaviour policy will be communicated to parents/carers, pupils and all persons who work in our school at least once per year through the school prospectus, website and annual review.

Parents/carers will be made aware of the school's complaints procedure, in relation to their right to make a formal complaint about disciplinary matters.

### **Aims**

Our behaviour policy aims to establish a positive school ethos and promote effective learning by establishing and maintaining:

- A caring, orderly environment in which effective learning can take place and where there is mutual respect.
- Clearly stated expectations of what constitutes acceptable behaviour (examples of unacceptable behaviours are listed in appendix 4).
- Effective behaviour management strategies.
- Processes, which recognise, teach, reward and celebrate positive behaviour.
- Processes, rules and consequences that deal with poor conduct.
- Helping all pupils to become self-disciplined, able to accept responsibility for their own actions and make positive choices.

### **Governing Board Written Statement of Behaviour Principles**

At Chellaston Infant School:

- *Pupils behave in a way that does not endanger themselves, other pupils or adults in school.*
- *Pupils behave in a way that does not disrupt their own or other pupil's learning.*
- *Pupils understand that they have the right to feel safe, valued and respected.*
- *Pupils, staff and visitors are free from any form of discrimination.*
- *Pupils are helped to take responsibility for their actions.*
- *Staff and volunteers set an excellent example to pupils at all times.*
- *Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.*

- *Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.*
- *The behaviour policy and other policies (if appropriate) which promote a positive behaviour culture are understood by pupils and staff.*

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This policy should be used in conjunction with the safeguarding policy with particular reference to peer on peer abuse, the positive handling policy, equal opportunities policy, the anti-bullying policy and exclusions policy.

## **1. DUTIES AND RESPONSIBILITIES**

All staff should be clear about which consequences they can apply and this will be communicated to supply staff and other temporary staff in school, including students.

All volunteer staff will be subject to enhanced DBS and policies on safe vetting and recruitment of staff in line with guidance in 'Keeping Children Safe in Education' part 3 "Safer Recruitment".

[Keeping children safe in education 2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/keeping-children-safe-in-education-2021.pdf)

## **2. PROMOTING & REWARDING GOOD BEHAVIOUR**

It has been long-established that rewards are more effective than punishment in motivating pupils – by rewarding and praising positive behaviour, others will be encouraged to act similarly. We make our school rules, rewards and consequences meaningful to the pupils through the use of our 'Good to be Green' behaviour management process.

### **School rules**

In order to support our positive behaviour policy, we have developed school rules in consultation with all staff and pupils, see appendix 2. These rules are displayed throughout the school as appropriate. The school rules are discussed through assemblies and in class at the beginning of each school year and reinforced throughout the year, through assemblies and in class. Pupils are rewarded for following the school rules by all members of staff.

It is important to balance the attention given to pupils who are 'always good' and those who need to try hard to meet accepted behaviour expectations. Staff will also monitor any emerging behaviour patterns through established record systems and in relation to age/ethnicity/gender/SEND/ability, remembering that behaviour is a communication. Some pupils may need individual behaviour support.

## **3. REWARDS**

Pupils who are observed behaving well will be rewarded through:

- Praise, well done, thumbs-up, confirmation that a particular rule has been followed well.
- Stickers given by staff in classrooms.
- Class Dojo's awarded for positive learning behaviours.
- Golden time smiles or stars are awarded to the whole class. Once the required total has been collected, the class has earned golden time on a Friday.
- Headteacher's stickers will be given for exceptional behaviour/work as identified by class teachers/staff.
- Good to be Green' system is used in school to positively promote desired behaviours.
- 'Green today' and 'Green all Week' Class Dojo points are given out daily and on a Friday to every pupil who stays 'green' every day.
- 3 - 4 pupil's good work or good behaviour are recognised and praised every Friday. Certificates are sent home following an in-class celebration
- Individual teachers may also have additional reward systems as appropriate either for the whole class or individual pupil.

#### 4. CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Pupils found displaying behaviours that go against the school rules are made aware of their inappropriate behaviour with a warning. This warning should carry disappointment in their negative behaviours, a reminder of the behaviour they should be displaying and a choice to change their behaviour or a consequence will be issued.

- Consequences will be reasonable and proportionate to the circumstances of the case.
- Consequences will be linked to the concept of choice so that the pupil can see the correlation between their own behaviour and its impact on themselves and others and so, increasingly, take responsibility for their own behaviour.
- If poor behaviour results in work not being completed, then the pupil will be expected to complete the work at playtime or at home. If work is sent home to be completed, the class teacher will explain to the parent/carer verbally or by letter, as appropriate.
- With support from an adult, the pupil will be encouraged to reflect on their behaviour and how to make things better and how to behave differently in the future.
- Pupils displaying consistently violent or threatening behaviour will have an individual behaviour plan which considers the pupil's developmental stage and makes consequences of negative behaviours clear.

Staff will use agreed consequences consistently. Any member of staff issuing a consequence will ensure that it is carried out.

#### 5. MONITORING

Class teachers will observe and monitor pupils' behaviour by;

- Logging more serious behaviours in the class behaviour log book
- Logging any behaviour incident where the support of SLT or the Learning Mentor/Pastoral Team has been requested on CPOMS
- Taking part in behaviour discussions with Deputy Headteacher (See appendix 5)
- SLT and Governors will monitor effectiveness of this policy

Some pupils may require an individual positive care/behaviour plan which will be developed with the support of the SENCO and the Pastoral Team. (see appendix 6)

#### 6. SUSPENSION AND EXCLUSION

We are committed to following all statutory exclusions procedures to ensure that every pupil receives an education in a safe and caring environment.

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Please refer also to the school exclusion policy.

## 7. BEHAVIOUR OF ADULTS

All adults in school have a responsibility to model appropriate behaviour. They should model the use of appropriate behaviour and language at all times.

We have zero tolerance of inappropriate behaviour by any member of staff, parent/carer. Anyone found to be behaving inappropriately will be asked to leave the school premises. Should this occur, a follow up letter will be sent detailing the ramifications of the request to leave the school site along with details of how the situation might be rectified.

## 8. PHYSICAL INTERVENTION

### Refer to positive handling policy

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit (although it is our school policy that volunteers do not do so.) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.**

***Any physical intervention must be recorded as specified in the positive handling policy.***

The government guidance can be referenced here: [Use of reasonable force in schools](#)

## 9. ITEMS NOT PERMITTED IN SCHOOL

The items below are not permitted into school due to their potential threat to pupil safety; any pupil found with, or suspected of having, such items will have them confiscated and their parents/guardians informed.

- electronic devices, such as mobile phones or tablets from home
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette lighter or 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, or damage to the property of, any person (including the pupil).

## 10. SEARCHING, SCREENING AND CONFISCATION

Additional guidance for school leaders can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

In the context of our school 'searches' may include looking in pupils' drawers (if these are allocated in class) bags, lunchboxes or asking them to empty their pockets.

### Searching

School staff can search a pupil for any item if the pupil agrees.

Headteachers and staff authorised by them, in this case the Deputy Headteacher or Assistant Headteacher, 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. Prohibited items are:

- knives or 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, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**Under these circumstances the Headteacher or authorised staff must refer to DfE advice before undertaking a search without consent.**

### Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

### Screening

Chellaston Infant School does not have any screening devices for pupils or other persons entering school.

### Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of pupils, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Review date	By whom	Summary of changes made pre 2021	Date implemented
24/1/18	LGA	<b>Section added – Searching, screening &amp; Confiscation advice</b> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf</a>	<b>30/1/18</b>
13/10/19	LGA	Added Governors written statement of behaviour principles	<b>21/10/19</b>
1/11/19	LGA	Updated links and recommendations following Governor review	<b>21/10/19</b>
25/2/20	DO W	Updated following Governor review	<b>25/2/2020</b>

Appendix 1 Good to be green – guidance flowchart

Appendix 2 School rules

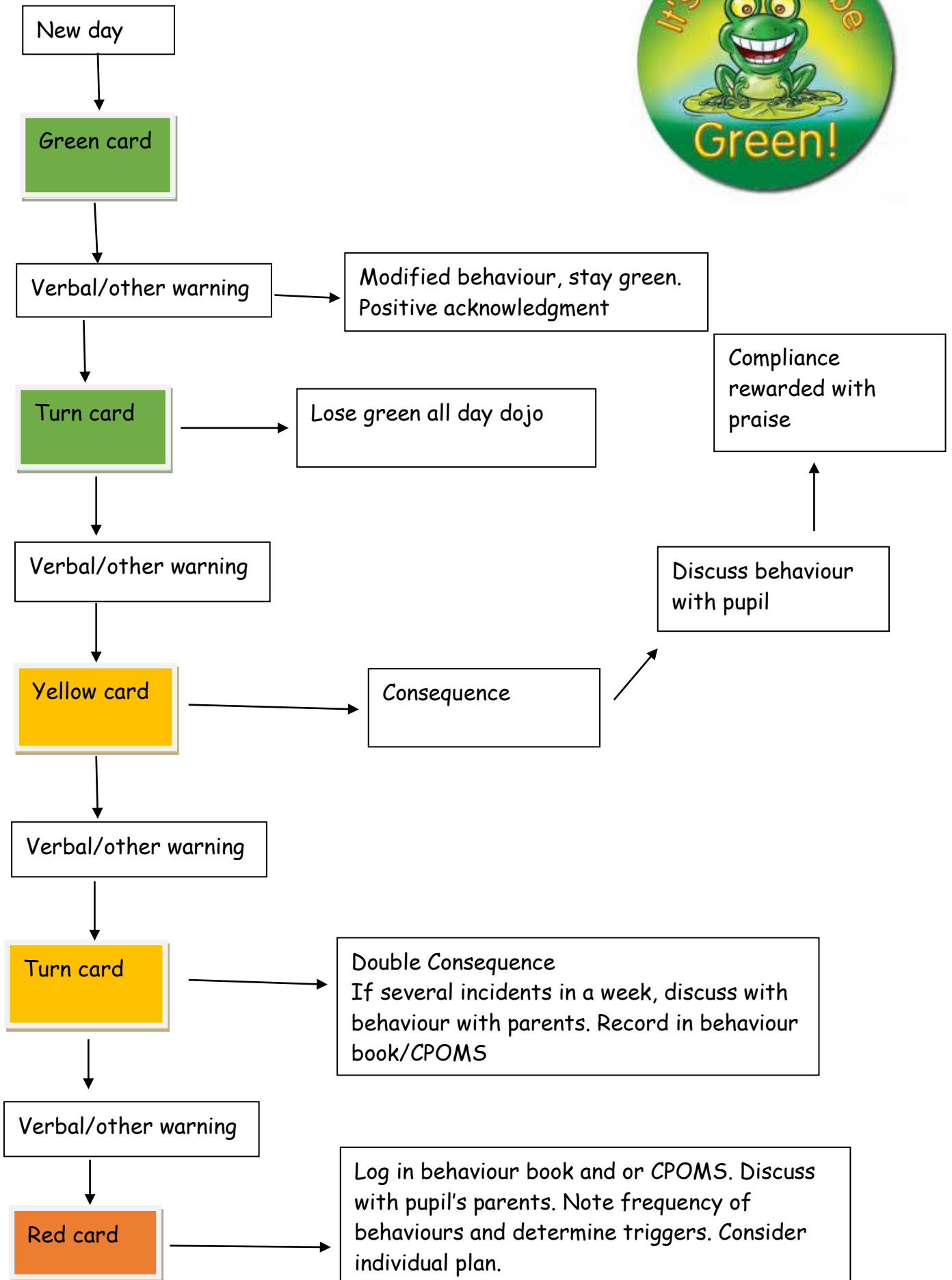
Appendix 3 Behaviour log book page

Appendix 4 Example behaviours

Appendix 5 Behaviour meeting record sheet

Appendix 6 Individual Positive Behaviour Plan

APPENDIX 1





## APPENDIX 2

### **CHELLASTON INFANT SCHOOL RULES**

#### ***Do walk quietly round school***

Don't run or bang things

#### ***Do look after each other and equipment***

Don't be unkind or leave things lying about

#### ***Do listen to adults and other pupils***

Don't interrupt

#### ***Do put your hand up to answer questions***

Don't shout out

#### ***Do keep your hands and feet to yourself***

Don't hit or kick

#### ***Do try your best when working and playing***

Don't mess about

### **PLAYGROUND RULES**

#### ***Do play with your friends***

Don't argue or fight

#### ***Do be kind and helpful***

Don't be nasty

#### ***Do take care of the playground equipment***

Don't break it or leave it lying about

### **ASSEMBLY RULES**

#### ***Do walk quietly into the assembly zone***

Don't talk to pupils around you

#### ***Do sit quietly***

Don't wriggle about

#### ***Do wait quietly for your turn to leave the hall***

Don't start to talk



## APPENDIX 4

Low level	High level (immediate red card)
<p>Fiddling with pencil/items whilst adult or pupil is talking.            Moving around the carpet/round the classroom            Talking quietly to someone else whilst adult/pupil is talking            Not responding immediately to general daily instructions (tidying up/ getting resources/starting work) this includes on the playground.            Tapping/humming (background repetitive noise)            Bothering other pupils physically (playing with hair/ tapping them) or verbally            Refusing to share classroom resources (pencils, rubbers etc)            Throwing small objects across tables (not at people)            Hiding things from others ( P.E bags, coats, shoes)            Not completing work to satisfactory level or suitable quantity of work.            Not being where should be (playtimes and lunchtimes)            Wasting time at toilets /sinks            Not using manners            Spitting on floor            'Play fighting'/rough and tumble</p>	<p>Shouting at a teacher/pupil (out of control)            Threatening another pupil            Intentionally being physical to another pupil (slap/a kick/pushing/punching)            Rude gestures            Complete refusal to comply with the instructions of any adult            Loud noises/ laughing at adult or with other pupils/singing            Swearing/ inappropriate sexual language /racist language            Biting another pupil            Spitting at another pupil            Throwing objects at pupils or across the room            Stealing from pupil /teacher            Destroying property intentionally            Intentionally and deliberately attacking another pupil.</p>
<p><b>Moderate (yellow card consequence or double consequence)</b>            – incidents of behaviour that are more serious than appendix 1 but not serious enough for appendix 3 actions and require immediate consequences, such as fighting (pupils fighting with each other especially at playtimes)</p>	

### Note

The lists in these appendices are not exhaustive and should be used as a guide.



APPENDIX 6



At Chellaston Infant School, we believe that everyone should reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose

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 Website: [www.chellastoninfants.co.uk](http://www.chellastoninfants.co.uk)

Headteacher: Mrs L Galley

POSITIVE BEHAVIOUR PLAN			
<b>PUPIL NAME:</b>	<b>CLASS:</b>	<b>YEAR GROUP:</b>	
<b>DATE OF BIRTH:</b>	<b>DATE PLAN STARTS:</b>	<b>DATE OF NEXT REVIEW:</b>	<b>DIAGNOSIS:</b>
<b>STAFF WORKING WITH PUPIL:</b>			
<b>Behaviour:</b> What does it look like?			
<b>Early Warning signs/Triggers:</b>  How do we prevent an incident? <ul style="list-style-type: none"> <li>What to look out for.</li> <li>How to respond (reminders, alternative environment)</li> </ul>			
<b>Proactive Strategies:</b>  How do we maintain positive behaviour? <ul style="list-style-type: none"> <li>Phrases to use.</li> <li>Rewards, motivators.</li> </ul>			
<b>Reactive Strategies:</b>  How do we diffuse the situation? <ul style="list-style-type: none"> <li>What to do and what not to do.</li> <li>Phrases to use.</li> <li>Calming techniques.</li> </ul> At what stage should another member of staff			

<p>be informed and who should this be?</p>	
<p><b>Support after an incident:</b></p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p>	
<p><b>Targets:</b></p> <p>What are we working towards?</p> <p>How do we get there?</p>	