



# Chaloner Primary School

## Behaviour and Relationships Policy

This policy was reviewed and presented to LGB in January 2026. Next review date July 2026.

This policy was written using the following DfE guidance:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023](#)

[Behaviour in schools Advice for headteachers and school staff September 2022](#)

[Mental health and behaviour in schools](#)

### **Ethos**

Chaloner Primary School believes that all children and staff in our school are important and valued individuals and deserve to be treated with respect. We are committed to the well-being of all our children, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community, and a place where everyone can work effectively, free from violence, bullying and any form of harassment. We understand that the key to developing this environment is strong, professional and positive relationships between all members of the community and this lies at the very heart of this policy.

### **Statement of Intent**

At Chaloner Primary School we believe that all children have a right to learn, feel safe and be happy at school. We understand that good behaviour is central to good learning and we aim to create an environment where all children can learn and thrive. It is the responsibility of all our children to have high expectations for their own behaviour in line with our Chaloner school culture and values and it is the adult responsibility to teach and model those expectations. Our vision for behaviour does not stop at the school gate, we are committed to ensuring positive behaviour and our core values continue outside the school day and boundaries and our parents and the local community are crucial in their support with this.

We are committed to:

- Creating a culture with a clear vision and core values that promotes excellent behaviour.
- Ensuring our vision and values permeate the curriculum and all life in school.
- Ensuring pupils can learn in a calm, safe and supportive environment without disruption.
- Having clear systems and that allow for consequences, consistency and fairness.
- Responding and dealing with any inappropriate behaviour quickly and effectively.
- Ensuring equality and fair treatment for all. Listening to all children/adults to try to establish the root cause of an incident.
- A policy with clear routines and expectations for all aspects of school life.



- Ensuring reasonable adjustments can be made so children can regulate their behaviour if needed.
- Promoting positive relationships with staff and children, with parents/carers and the wider community based on mutual respect.
- Providing leading roles in school where pupils can promote and teach positive behaviour to their peers.
- Promoting a culture of praise and encouragement in which all pupils really believe they can achieve.

### **Chaloner Vision Statement**

At Chaloner, we aim to instil the very highest expectations in behaviour and learning. We continually reflect and develop our commitment to our children and the community we serve. Our Chaloner Curriculum provides our children with the skills for life and learning so they become strong, confident and independent learners who mature into global citizens, fulfilling their dreams. Our aim is for every child to be proud of their achievements and develop the confidence and ambition that they can achieve more. To be happy and heard, know their full potential and strive to be the very best version of themselves.

Often a mistake is seen as something you must unlearn. Chaloner is not a school of unlearning, we listen more to our dreams than our fears. At Chaloner we believe mistakes are an opportunity to learn something new, change the way you think about something, challenge your understanding. The language of wrong/not correct is changed to rethink this, approach it in a different way, try to solve this problem, you're not quite there yet. One of the greatest freedoms is how we react to things.

### **Chaloner Primary School Core Values**

The following core values underpin our behaviour policy and expectation for our children, adults in school and our families in the wider community.

Chaloner Core Values are:

- Kindness
- Belief
- Respect
- Honesty
- Tolerance
- Independence

### **Chaloner School Behaviour Code**

- We show **kindness** in how we act and speak to others. (Is it true, is it necessary, is it kind)
- We aspire to be truthful and **honest**.
- We are **respectful** in how we speak and behave both inside and outside school.
- We **respect** ourselves, our school and the community.
- We are **tolerant** of differences and try to be friends with everyone.
- We strive for **independence** in our learning and our behaviour. What we do when no-one is watching matters to us.
- We **believe** we can be the very best version of ourselves.

### **Social Norms**

Social norms are the perceived informal, mostly unwritten rules that define acceptable and appropriate behaviour. Social norms are learned and accepted from an early age through their interactions with family, society and life. Individuals practise a behaviour because they believe that



their family or community practise the behaviour. They witness and want to achieve it to fit in and belong to the community. For some children these 'Social Norms' have to be taught because they haven't been learnt through many different reasons. We identified the following gaps for many of our children.

- The ability to listen and respond appropriately.
- To respond to a question with a detailed verbal answer rather than a physical gesture or one-word answer.
- Manners- table manners (use a knife and fork), physical manners (moving to one side) and verbal manners (please and thankyou)
- Personal organisation when working and tidying after themselves.

We teach this both explicitly in class and through assemblies and staff model this at all times in school. We have high expectations for children to adhere to these social behaviours until it becomes a norm. Our parents are encouraged to support at home through monthly social tasks, e.g saying please and thank you month.

### **Serious Unacceptable Behaviour**

The school defines "serious unacceptable behaviour" as: any intentional behaviour to cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- 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 criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- 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
- Refusing to comply with school rules and/or disciplinary sanctions when reminded to do so.
- Theft
- Swearing, racist remarks or threatening language to cause offense.
- Fighting or physical aggression towards an adult or child.

For 'serious unacceptable behaviour' parents are always called and the incident is recorded as a 'red incident' on CPOMs. For repeated 'serious unacceptable behaviour' a behaviour support plan will be implemented for the child in negotiation with parents and the child.

SEND- Some children display 'serious unacceptable behaviour' of which they are not always in control. It is because of an identified need and they have a personalised approach (SEND plan, IEP or behaviour support plan) for support.

### **Unacceptable Behaviour**

The school defines "unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:



- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Inappropriate body language with others, such as not keeping hands to oneself
- Inappropriate words to cause an annoyance.
- Throwing items without due care, either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Not following classroom/school rules
- Use of mobile phones
- Graffiti

Teacher and Teaching Assistants are crucial in ensuring unacceptable behaviour is challenged early. Unacceptable behaviour will not be tolerated in school. The sanctions and disciplinary action may vary based on the nature of the unacceptable behaviour. It could escalate straight to 'serious unacceptable behaviour' based on the incident deemed to cause serious harm.

### **Chaloner Procedures for Managing Behaviour Expectations**

We understand that a child's behaviour can be adversely affected by a range of external influences and where possible we look at strategies to support them with these. It is important that all expectations around behaviour is clear and consistent for all children and staff. Managing these expectations must also take into account a child's personal circumstances therefore strong staff/children relationships must exist across the school and time must be given to finding the cause of adverse behaviour in order to resolve fairly.

### **Rewarding and promoting positive behaviour**

- The school recognises that all staff should lead by example; the positive behaviour they wish modelled by pupils. Including tone and volume of voice.
- Positive behaviour is also reinforced through assemblies, PSHE lessons, themed days and behaviour displayed by pupil in positions of responsibility across the school.
- The teacher begins the year embedding the classroom behaviour expected from all children. This includes expectations in classroom volume, routines/transitions, organisation, communication and language, pace and quality of work.
- For individual children needing more support, the teacher will put in place a plan to ensure unacceptable behaviour cannot escalate for individual children. This will be based on triggers identified for the individual child's unacceptable behaviour.
- A personal support plan will be put in place for children with SEMH to help them display positive behaviour. Outside agencies will be consulted on this where appropriate.
- The school recognises that pupils should be rewarded for their display of positive behaviour. All staff look for opportunities to recognise and praise children displaying positive behaviour in class and around school. Thankyou for opening the door for me, you are eating quietly, well done, look at how smartly you are sitting, thank you.



The school will use the following rewards for displaying positive behaviour:

- Marvellous Me
- House Tokens
- Headteacher stickers
- Verbal praise
- Teacher stickers
- Child of the Week

### **Rewards**

At Chaloner Primary School we pride ourselves on acknowledging and celebrating the achievements and successes of all our children. We strongly believe that children should be regularly and fairly rewarded for their achievements, to not only celebrate their successes, but to also inspire, engage and motivate young people to achieve their very best and become confident, courageous and independent learners.

Our Chaloner Values are displayed with pride in all classrooms and children's names are added to them when they demonstrate a value in their work and play. As a school, we have a half term value to focus on but a teacher may choose any value that needs promoting for their class. A teacher may want to improve independence and so make this their focus for the week. Children whose names are placed on a value will get a Marvellous Me badge home so their parents can celebrate this at home too.

We offer a range of rewards that link directly to our school values and include recognition for achievement & progress in learning; contributions to the classroom and the whole school community; a consistently positive attitude; good attendance & punctuality and significant improvement in attitude or achievement.

Whole School Rewards are:

### **House Points**

All children are placed in one of four houses: Air, Earth, Fire and Water. They receive house points throughout the week for following our Chaloner school values in both their work and play. The house points are counted weekly and each term the winning house gets a House Treat of their choosing.

### **Marvellous Me**

Parents receive a thumbs up and badges based on work achieved in class and good behaviour and attitude. Our school values are closely linked to this.

### **Child of the Week**

All staff choose two children for a special acknowledgement each week. They receive a certificate and sticker and 10 house points for being chosen as Child of the Week. They sit on special benches during House Assembly and leave to a rapturous applause at the end.

### **Stickers**

All staff have stickers for instant rewards in class and around school. Children are sent to the headteachers office for a Headteachers Sticker for exceptional behaviour and improved work.



### **Earned Rewards**

Y6 children can earn virtual money for jobs they do around school. The money can be traded for a number of rewards, for example, 5 minutes play, board games, IPADs etc.

### **Chaloner Shop**

Children can get something from the Chaloner Shop for 10 days following 'The Chaloner Way' expected behaviour without any reminders. In class, around the school and the dinner hall and lining up.

### **Personalised Rewards**

For some children it is important for a personalised reward plan to be placed as part of their behaviour plan.

The headteacher always seeks out individual and groups of children for praise if they have made positive improvements to behaviour after intervention and support for a specific behaviour issue.

### **Reactive Behaviour Strategies**

When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses on the emotional needs that drive a behaviour, rather than the behaviour itself and look at ways to support the children who present in this way, as well as any parties who have been harmed/wronged.

We expect all staff to engage with restorative practices as these enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. We also expect all of our staff to put in place procedures which:

- Understands, and takes account of child's individual circumstances
- Provide all children with the opportunity to reflect on their behaviour and make the correct choices
- Gets to the heart of why the child/ren behave in the way they do
- Helps ALL members of the school to understand the impact of their behaviour and develop empathy
- Ensures that any sanctions are fair and proportionate
- Develop the child/ren's ability to self-regulate their behaviour moving forward.
- Addresses any unmet needs the child may have

**To enable this, all behaviour incidents are investigated by the adult in charge. The adult will listen to all children and adults involved in or witnessing the incident. All children must complete a reflective sheet once the incident has been resolved (age appropriate).**

### **Sanctions**

As part of any investigation it may be decided that a sanction is appropriate; where possible this should be relevant to the incident. It is important that for everyone to feel safe and secure in the school, they understand that there are consequences to wrong choices. At Chaloner, we look at a range of factors including:

- The severity of the behaviour
- Any mitigating circumstances
- How the sanction might improve a child's behaviour in the future



- How a sanction might compensate the party who has been harmed or wronged
- Whether the behaviour is repeated

Examples of possible sanctions are given below; this is not a hierarchy and certainly not an exhaustive list;

- Time out, in a calm environment, for self-regulation or reflection.
- The child/ren works in a different class for part of the day.
- The child/ren are sent straight to the headteacher.
- Missing social time: missing break time or a school reward etc.
- Reparation: if a child breaks or damages school property or the fabric of the building through poor or aggressive behaviour they will be expected to contribute to the repair or replacement of the broken item.

Where children are sent for time out or time in another classroom, they are still the responsibility of the class teacher and all times must have a follow up discussion with the child.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action and this must be logged as a Red Incident and a member of the SLT must be informed immediately.

**All children must complete a reflection time if any of the above sanctions are applied.**

If the adults involved with the investigation and administering the sanctions feel the child/ren will not be able to change their behaviour without further support, a time scaled behaviour chart is created with the child/ren detailing clear expectation and further rewards and sanctions.

### Traffic Light System

- All children begin each day on green.
- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable and the consequences if they don't stop.
- If the pupil does not stop, the teacher will give a second warning and place the child on yellow.
- If the pupil continues to show the same behaviour (not something different), the teacher will move the child to red. A 15-minute (this time may vary depending on the age of the child) detention period will be taken in another class or on a think spot/chair.
- If it is the child's second time on red in a week, the child will be sent to Mrs Parker or a member of the SLT, they will decide on the sanction to be in place, which may include a longer period of isolation away from the class.
- Sanctions will be dependent on the seriousness of the incident. We will always take time to talk to all witnesses to find out exactly what happened.
- If a child displays "serious unacceptable behaviour" but are on green they will go straight to red and the class teacher will decide on whether time out or being sent to SLT is the right course of action based on the incident. Any act of physical violence or prejudicial language will result in the child being sent straight to the headteacher or SLT in her absence.
- If a pupil commits "serious unacceptable behaviour" the class teacher will contact the pupil's parent/carer to advise them of this, and may invite them into school to discuss their child's behaviour.
- If a pupil misbehaves on the playground, the same process will be followed; the think spot will be outside and if the unacceptable behaviour continues, the pupil will be sent inside to



spend the rest of their playtime/lunchtime indoors. On returning to the class, the TA/Teacher who dealt with the behaviour will communicate what happened to the class teacher. If the child has been on yellow in the morning for similar unacceptable behaviour, the teacher can escalate the sanction appropriately; making the reason for the escalation clear to the child.

- Any pupil sent indoors will be supervised by an adult at all times.
- Any member of staff who witnesses a display of serious unacceptable behaviour, or who issues any sanction to a pupil, must report this using CPOMs Any child going on red must be recorded using CPOMS as a Red Incident.

At Chaloner, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. We always question all children and adults who witnessed or were involved in the incident to find out intent. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour. At all times, teachers and TAs will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour. 'Reflective Sheets' are used for children to take some responsibility in changing their unacceptable behaviour

### **Behaviour Plan**

For some children all the above are not helping to improve their behaviour. For these children a meeting is arranged with the child and their parents to create a behaviour plan together. Review meetings are a crucial part of this process and must be planned for.

### **Suspension and Permanent Exclusions**

We follow the Lingfield Education Trust Policy for suspension and Exclusion decisions. Please follow this link to find this policy. [Trust Policies - Lingfield Education Trust](#)

At Chaloner Primary School we actively try to seek other alternatives to suspensions, however in the event of persistent poor behaviour, aggressive and dangerous behaviour or when a child fails to respond to all other sanctions the school may have to resort to a suspension.

A child may be suspended for one or more fixed periods (up to a maximum of 45 period in a single academic year) or permanently excluded.

A child's behaviour outside school can be considered grounds for suspension or permanent exclusion. Any decision by the headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

### **Pupil Voice**

We have many systems in place so children can be heard. Class assemblies and PSHE lessons often deal the issues behind difficult behaviours displayed in school; friendship, relationship, bullying, misuse of social medias etc. Our Chaloner Values also underpin the themes taught. We have a yearly timetable for assembly and PSHE and SRE themes but also use these times in school to deal with



issues that arise when they happen. The children are encouraged to reflect on their own experiences through discussion and debate.

Vulnerable children have easy and daily access to a named adult of their choosing and the 'Time to Talk' boxes provide an opportunity for children to disclose a concern discretely. We have 'Drop in and Chat Friday' with a mental health lead in school. Monthly Huddle meetings between the mental health lead and SLT allow for more bespoke group and individual work regarding friendships and cognitive behavioural therapy to be planned for.

A Therapeutic Art specialist works with children once a week with a focus on understanding, and self-regulating the behaviours they are feeling and displaying.

We refer to Time4you for a qualified counsellor for children who have experienced trauma, abuse, rejection and loss.

### **Recording and Monitoring Behaviour**

All staff keep a record of both positive and negative behaviour through their own class systems. Incidents that have required an investigation or a sanction are recorded using CPOMs and consequences and actions are clear in the report. All red incidents are recorded on CPOMs for monitoring purposes and parents are always informed.

### **Part Time Table**

To support children with continued dysregulated behaviour the Headteacher, in limited circumstances, may make use of a part time timetable. This is done in agreement with parents/carers, is reviewed regularly, and has a defined end date.

### **Off-site directions**

The board of trustees may use their general powers to arrange for any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision intended to improve their behaviour.

The Trustees and the headteacher will decide, in communication with the pupil and their parents, whether off-site direction is an appropriate solution to manage a pupil's behaviour and avoid suspension or exclusion. Where all parties agree to this course of action, the school will work with the pupil and their parents to discuss and agree a plan for the off-site direction, including a proposed maximum period of time that the pupil will be at the alternative provision and any alternative options that will be considered once the time limit has been reached, e.g. managed moves.

The Trustees will notify parents, and the LA if the pupil has an EHC plan, in writing with information about the placement no later than two school days before the relevant day. The school will keep any off-site placements under review by holding review meetings at intervals deemed appropriate by the Trustees; the Trustees will ensure, where possible, that review meetings are convened at a time suitable for the pupil's parents, and will invite parents in writing to each review meeting no later than six days before that date. Where parents request, in writing, that the Trustees hold a review meeting, the Trustees will arrange review meetings in response, as soon as is reasonably practicable, unless there has been a review meeting in the previous 10 weeks.



The Trustees will decide at each review meeting whether the arrangement will continue and for what period of time; the meeting will also decide arrangements for further reviews. Reviews will be recorded in writing, including any decisions made regarding the placement.

### **Managed Moves**

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the headteacher and Trustees will discuss this with the parents of the pupil, and the LA if the pupil has an EHC plan – managed moves will only go ahead with the voluntary agreement of all parties involved, including the parents and the admission authority of the new school.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. The school will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. The school will also cooperate with the pupil's new school to create an effective integration strategy.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Complaints Policy and Procedure.

### **Outside school and the wider community**

- Pupils at the school must agree to represent the school in a positive manner.
- The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

### **Monitoring and review**

- This policy will be reviewed by all staff and governing body on an annual basis, who will make any necessary changes and communicate this with our families and pupils.
- This policy will be made available for inspection and review by the chief inspector, upon request.



**Appendix A**

**How we can provide a safe and secure learning environment for our children.**

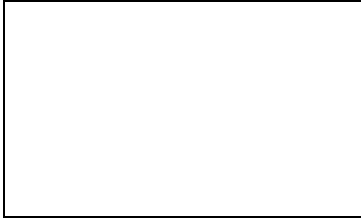
In order for children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable, consistent routines, expectations and responses to behaviour. Being 'fair' is not about each child getting the same (equality) but about everyone getting what they need (equity).

Planning	Doing	Responding
<ul style="list-style-type: none"> <li>➤ Get to know your children (and their specific needs and 'story')</li> <li>➤ Use PPA time to read through previous history on CPOMs.</li> <li>➤ Use PPA to research and learn: look at ways to effectively support your children.</li> <li>➤ Devise a well-thought out seating plan that suits the class and individual needs.</li> <li>➤ Devise a well-thought out classroom plan so children are independent in getting everything they need throughout the lesson without disruption to the learning for others.</li> <li>➤ Plan for carefully managed transitions both inside and outside the classroom.</li> <li>➤ Plan your lessons well so children are independent in what to do if stuck or have finished.</li> <li>➤ Plan high quality, engaging lessons where learning can be accurate and progressive.</li> <li>➤ Limit teacher talk/carpet time and keep the children motivated, learning and active.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meet and greet the children as they enter the class/school.</li> <li>➤ Smile when you speak to children.</li> <li>➤ Maintain clear boundaries and expectations around behaviour.</li> <li>➤ Build in and embed routines.</li> <li>➤ Ensure behaviour is well managed.</li> <li>➤ Provide help and support when needed.</li> <li>➤ Notice when children are not 'there' (emotionally &amp; intellectually)</li> <li>➤ Engage with parents when necessary.</li> <li>➤ Use praise and reward as your main tool. Values and traffic lights displayed and used with a focus on Green and moving back.</li> <li>➤ Occasionally watch how your children engage with learning, play and each other.</li> <li>➤ Model your expectations through teacher handwriting, teacher voice and high quality displays.</li> <li>➤ Through assessment (in lessons and marking)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tactically ignore where appropriate</li> <li>➤ Know how to respond</li> <li>➤ Know when to respond</li> <li>➤ Understand the intensity of response needed</li> <li>➤ Know key other adults that can be called upon.</li> <li>➤ Use appropriate body language, posture, facial expressions.</li> <li>➤ Context is key: look at every event and incident in context.</li> <li>➤ Carry out an investigation and listen to all sides.</li> <li>➤ Encourage reflective dialogue and self-reflection.</li> <li>➤ Explain the sanctions to the child/ren and reasons.</li> <li>➤ Describe expectations of behaviour if this issue arises again.</li> <li>➤ Ask children to complete a 'Reflection Sheet'</li> <li>➤ Inform Parents.</li> <li>➤ Log as appropriately on CPOMs.</li> <li>➤ Distinguish the incident category and respond appropriately.</li> </ul>



- Plan for active breaks and age appropriate time scales for learning.
- Ensure a safe, tidy and well organised space for learning.

know how the children are doing so you can support them to improve.



**Appendix B**  
**An example of reflection sheets**

Reflection Sheet	Child's Name:	Date:
Draw or describe what went wrong.		
Draw or write how this made people feel.		
Me	Other child or children.	
Draw or describe what you will do differently next time.		
Draw or write how you feel now.		



Reflection Sheet

Situation:

What I thought

What I did

How I felt

What was the outcome of my behaviour for myself, and for others?

What could an alternative thought or behaviour have been instead?



How we expect our children to behave?

Appendix C

How we expect our children to behave?

Expected behaviour for Chaloner Children	
Ready	<ul style="list-style-type: none"> <li>➤ Get a good night’s sleep and avoid electronic devices an hour before bedtime.</li> <li>➤ Arrive to school on time- before 8.45am.</li> <li>➤ Bring all necessary equipment into school you will need.</li> <li>➤ Wear a Chaloner School Uniform and PE kit.</li> <li>➤ Ensure all mobile devices are stored in the office at the start of the day.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>➤ Show kindness and respect to all members of the school community regardless of their background including; their race, religion, age, sexuality, gender identity, physical appearance.</li> <li>➤ Show kindness and respect in the words you use to others and your tone of voice.</li> <li>➤ Ensure your body language is respectful and non-threatening</li> <li>➤ Listen to the person who is be talking to you and respond appropriately.</li> <li>➤ Be polite and well-mannered towards others in your words and actions.</li> <li>➤ Respect all school property and equipment.</li> <li>➤ Behave according to our Chaloner Values both inside and outside school.</li> <li>➤ Be honest and take responsibility for your actions</li> <li>➤ Always use a quiet inside voice in large crowded spaces in school (e.g. The dinner hall)</li> </ul>
Safe	<ul style="list-style-type: none"> <li>➤ Move round the school in a quiet and calm way.</li> <li>➤ Move to one side to let others past in the corridors.</li> <li>➤ Show consideration for others in crowded area.</li> <li>➤ Use social media and messaging in a safe and respectful way.</li> <li>➤ Never be verbally or physically aggressive towards anyone.</li> <li>➤ Wear a helmet if bringing a bike /other wheeled vehicle to school.</li> <li>➤ Take care when travelling to and from school, especially when crossing the road.</li> <li>➤ Only wear small studs for earrings and take them out on PE days.</li> <li>➤ Always tie long hair up.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>➤ Work independently and complete all learning tasks.</li> <li>➤ To want to achieve in your learning.</li> <li>➤ Work quietly and calmly; do not disturb your classmates.</li> <li>➤ Ask for help if you don’t understand.</li> <li>➤ Look around the classroom for things that can help you with your learning.</li> <li>➤ Listen to the teacher carefully when they are talking.</li> <li>➤ Complete all homework tasks set by the teacher.</li> <li>➤ Read regularly at home both school books and own choice.</li> <li>➤ Organise your work so it is easily read and understood.</li> <li>➤ Get all the equipment you need and tidy up after the work is completed.</li> </ul>



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**Appendix D**

**How we expect our parents and families to behave?**

Expected Behaviour for our Chaloner Families	
Ready	<ul style="list-style-type: none"> <li>➤ Provide plenty of time for your child/ren to get ready and come into school organise and on time.</li> <li>➤ Make sure your child has a Chaloner school uniform and PE kit.</li> <li>➤ Make sure you tell us if anything has happened at home or in the community that might affect your child/ren’s learning.</li> <li>➤ Make sure you know the timetable for PE and homework.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>➤ Be kind and considerate to all members of the school community; try and see other people’s point of view.</li> <li>➤ Be respectful in your communication with school staff in both verbal and written form.</li> <li>➤ Please arrange to speak to someone about any issues or grievances you have, don’t share it with social media before speaking to us.</li> <li>➤ Always speak in a polite tone and use respectful language.</li> <li>➤ Ensure your body language is respectful and non-threatening.</li> <li>➤ Be considerate to the local community in your parking.</li> <li>➤ Follow our school rules by not vaping or drinking energy drinks on site.</li> <li>➤ Try to keep all mobile phones out of site so your child gets your full attention when dropping off and collecting from school.</li> </ul>
Safe	<ul style="list-style-type: none"> <li>➤ Make sure you phone the office if your child is going to be off school before 9.15am.</li> <li>➤ Follow the teachers lead in safely handing over the children at the end of the day.</li> <li>➤ Show consideration for others in crowded areas.</li> <li>➤ Use social media in a safe and respectful way.</li> <li>➤ Never be verbally or physically aggressive towards anyone</li> <li>➤ Be sensible when waiting/parking outside before and after school; do not block the pavements, entrances, exits and roads.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>➤ Celebrate your child’s achievements in school and encourage them to do well.</li> <li>➤ Monitor the Marvellous Me App for their achievements.</li> <li>➤ Attend all parents’ evenings so you understand your child’s progress and next steps.</li> <li>➤ Read and discuss the end of term reports with your child.</li> <li>➤ Support the completion of any homework given.</li> <li>➤ Make sure your child gets a good night’s sleep without any electrical devices.</li> <li>➤ Talk to the class teacher about any concerns you have so it can be quickly resolved.</li> </ul>



Appendix E  
Behaviour Support Plan

Child's Name:	
Class and Teacher:	
About Me	
Likes: <b>Child's voice</b>	Dislikes: <b>Child's voice</b>
Behaviour I need help managing	
<b>***** behaviour can be challenging. She will often refuse adult direction. ***** can become violent to staff and children. ***** currently has no diagnosis although she is showing traits of possible ASD including PDA (Pathological Demand Avoidance)</b>	
Identified SEN Needs:	
Have specific times behaviour occurs been identified? If yes please add detail.	
Daily Plan	
Behaviour	Proactive/preventative and reactive strategies
<b>Refusal to work.</b>	<ul style="list-style-type: none"> <li>Stay calm- Calm voice, calm stance.</li> <li>Repeat task e.g. ***** let's see if you can work then ...'.</li> <li>If she continues to refuse- walk away and say no more.</li> <li>Try distraction- e.g ***** who is your favourite Disney Princess/My Little Pony/cartoon character etc.</li> <li>Make the task into a game. E.g. Shall we see how many sums you can do in 2 minutes?</li> <li>If ***** throws her equipment, ignore. Still ignore if a child or adult has been hurt and the discussion about hurting people can be done through a social story once she is calm.</li> </ul>
<b>Refusal to come into school after playtime.</b>	<ul style="list-style-type: none"> <li>One adult to deal with this- MUST be a familiar adult.</li> <li>Make it into a game- e.g. ***** , shall we see who gets to the door first, me or you?</li> <li>Success reminder- e.g. ***** is it today you can go into the quiet room if you do your work? What toys do they have in the quiet room?</li> <li>If she continues to refuse, come into school and ignore. Inform any adults that can see her from their classroom window that she is there and to keep an eye on her, not deal with her.</li> </ul>
<b>If ***** hurts a child</b>	<ul style="list-style-type: none"> <li>Stay calm.</li> <li>Social story- On a whiteboard- What happened? Why? How did you feel? How do you think ***** feels? What did you do? Was that kind? What should you do next time?</li> </ul>
Rewards	
Consequences	
Outcomes- What will the Improved behaviour look like	



## Chaloner Behaviour Policy



Review Date:
Comments