BEHAVIOUR POLICY AND PRINCIPLES including exclusions

Amended Policy agreed by Governing Body on: ……21 October 2026……

Signed: ……Tim Hart…….. Chair of Governing Body

Signed: ……Becky Vousden…….. Headteacher

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Review Date: October 2027

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Aims

At Chilton Primary School we believe that positive behaviour is learned in an atmosphere rooted in kindness, mutual respect, praise and encouragement. Everyone is expected to maintain the highest standards of personal conduct and adults consistently model positive behaviour, language and body language. Exemplary behaviour is at the heart of productive learning and good habits are encouraged from the moment a pupil enters the school. Discrimination in any form will not be tolerated. We recognise that some children may need extra support to achieve the expected standard of behaviour.

This policy makes reference to DfE guidance Behaviour in Schools (2022). This policy works in conjunction with our Anti-Bullying, Complaints, Equality and Safeguarding and child Protection policies. This policy also incorporates the DfE's guidance on restrictive interventions, including the use of reasonable force (2026), and sets out our approach to minimising the need for restrictive interventions and our procedures for recording and reporting when they are used.

We view the use of a reward system as essential in supporting children in maintaining good behaviour. A system of sanctions is in place if standards fall below the expected level. Rewards reinforce and sustain good behaviour and encourage other children to behave well. Sanctions demonstrate: that misbehaviour is not acceptable; the disapproval of the school community; and deter other children from similar behaviour. These rewards and sanctions must be applied consistently and fairly. However it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual child; all staff are expected to use discretion in their use.

Objectives

- To promote values that uphold a culture of exceptionally good behaviour for both learning and for life in the wider community.
- To ensure that all learners are treated fairly and shown respect.
- To help learners to take control over their own behaviour and to be responsible for the consequences of it.

- To provide a behaviour framework for staff that ensures calmness, consistency and kindness.
- To provide a partnership approach to managing poor behaviour and dynamic interventions to support both staff and learners.
- To foster a positive attitude towards learning that creates independent and confident children.
- To create a calm, purposeful, happy and safe atmosphere and environment in school at all times.
- To develop the ability of each pupil to show empathy for others, maintain self-control and show understanding of the consequences of their actions.

There are clear procedures for celebrating achievement and managing the consequences of misbehaviour.

Guiding principles

- We recognise that all behaviour is communication.
- Where children feel valued as individuals and have their efforts and successes recognised they respect adults and accept their authority.
- Children feel secure when there is certainty in adult responses. A culture of consistency in adult behaviours is at the heart of excellent behaviour management.
- Visible routines give children security and certainty.
- Adults in school must be aware of those children who are on the special needs register and recognise that their challenging behaviours may need a differentiated response.
- When the ethos of the classroom and the school is positive there will already be an atmosphere of mutual respect, where pupils are behaving appropriately and teaching and learning is leading to achievement.
- Work closely with each family because we feel home and school have collaborative roles to play in the education of the children.

Roles and Responsibilities

All staff

- Have high expectations of the children and treat each child fairly.
- Meet and greet at the door, both in the morning and afternoon.
- Ensure that the learning space is set up appropriately for the learning and all equipment and materials are ready to use.
- Ensure that lessons are well prepared, meeting the needs of all learners. Aim for 100% for engagement, 100% of the time.
- Always refer to our values and 3B's – Be Respectful, Be Responsible, Be safe, when talking about behaviours, in both recognising positive and addressing negative behaviours.
- Emphasise a visible positive recognition system throughout every lesson including specific praise and house points.
- Model and reinforce positive behaviour.
- Follow the behaviour policy to ensure consistency of approach.
- Be mindful to praise in public (PIP) and reprimand in private (RIP).
- Respecting pupils as individuals and listen to and acknowledge them – using the restorative justice approach.
- Record behaviour incidents in a timely fashion using Bromcom.

- Ensure that no pupil is discriminated against because of their ethnic origin, gender, sex, culture, sexuality, religious belief or because of any family responsibility they may have.
- Use a calm voice and encourage children to do likewise.
- Use of our Pupil Behaviour Steps.
- When addressing negative behaviours, staff will always conclude by reinforcing that they know the pupil can Be Respectful, Be Resposible & Be Safe – 3B's
- Show children, by example, how to treat others with tolerance and courtesy. As well, model moving around the school calmly and quietly.
- Help children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings, therefore developing concepts of fairness and compromise. As a school we use a restorative justice approach.
- Liaise with the SENCO (Mrs Knight), Senior Leadership Team (Miss Vousden, Mrs Davies, Miss Maunders and Miss De Vries)
- Keep parents informed/work in partnership with parents.
- Remind all pupils of behaviour expectations prior to an off-site trip. Consistent inappropriate behaviour may prevent the child from being allowed to participate on a trip - especially where safety is paramount. School rewards and sanctions will still apply.
- Carry out an individual risk assessment for any child following an individual behaviour plan (IBP), prior to participation in an off-site activity/trip.
- Give due consideration to the school's statement of behaviour principles (Appendix 1).

Senior Leadership Team

Senior leaders are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and demonstrate a unified consistency to the learners.

Senior Leaders will:

- Meet and greet at the beginning of the day.
- Be a visible presence around the school, particularly at transition times.
- Regularly provide opportunities to share good practice.
- Ensure the health, safety and welfare of all children in the school.
- Ensure all staff have access to reporting behaviour on Bromcom.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.
- Ensure that staff have relevant and up to date training to ensure they can manage behaviour effectively and safely.
- Regularly share headline data on restrictive interventions with governors (at least termly), including the number of incidents, types of interventions used, any patterns or trends, and actions being taken to minimise future use.

Pupils are expected to:

- Be kind to others, including staff and peers.
- Move around the school calmly and quietly without disturbing the learning of others.
- Enter the classroom ready to learn in a calm and purposeful manner.
- Actively participate in lessons, completing classwork and handing in home learning on time.
- Recognise our 3B's and how we follow these rules.
- Develop a responsible attitude to their own behaviours.
- Respect the opinions and beliefs of others.

- Understand that bullying and inappropriate language will not be tolerated.
- Express their own point of view both sensibly and sensitively.
- Understand there will be consequences for poor behaviour.
- Agree the home school agreement.

Parents/Carers are expected to:

- To support their child's learning, and to cooperate with the school. We aim to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- Respond to concerns raised by staff and work with school implementing consequences and strategies to support their child.
- Ensure pupils arrive at school on time, correctly equipped and ready to learn
- Agree the home school agreement with their child.

Governors

- To approve the general principles on managing behaviour and to review its effectiveness. Governors support the Headteacher in carrying these out.
- The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues.

Our positive reward system

<u>Celebration of Achievement</u>

Staff will reward and celebrate achievement by:

- Giving lots of praise.
- Sharing work with class.
- Sharing work with parents/headteacher/assistant heads.
- Badges/stickers/certificates.
- Children being awarded star of the week.
- Earning house points towards individual and collective rewards.

Recognising positive behaviour is essential in our school, where we want the focus to be firmly on positive behaviours and ensure that rewards far outnumber sanctions. Praise and encouragement are used effectively by all our staff. Pupils are recognised for their efforts as well as achievement. The whole school is involved in a house point system. Every child will have the opportunity to collect house points for positive behaviour, effort and achievement. House points earned will lead to children being awarded rainbow certificates and prizes at various agreed milestones e.g. 25 points for first rainbow award, 50 points for a second award, 100 points for third award and so on up to 400 points. House point charts will be displayed in each classroom whilst house scores and Headteacher's awards will be displayed on a board in the school entrance.

By earning house points, children will also contribute to their House overall score. The House with the highest number of points will be awarded the House Cup and will agree on a suitable collective reward at the end of every half-term and is given a treat, such as a non-uniform day. The school has four houses: Africa, Americas, Europe and Australasia.

In addition to the whole school house point system, each class will also agree a process for rewarding positive collective behaviour. This will allow the children to work together and take collective responsibility.

Celebration Assembly

Generally, every week a celebration assembly is held for for the whole school. This assembly celebrates achievements that have taken place during the week. Members of staff will select a child who has exemplified our school values to be the star of the week. Each year group will share some highlights of the learning that has taken place and teachers will talk about why the stars of the week have been selected. Each star of the week will be rewarded with a star badge and a certificate. Our stars of the week are then displayed in the school foyer area.

Headteacher Rewards

If a member of staff feels that a child has done an exceptional piece of work, due to the amount of effort and pride they have put into it, they can be sent to the headteacher to share their work. The work will receive a headteachers award sticker.

Managing negative behaviour

At Chilton, we manage behaviour through the use of positive reinforcement i.e. we reward a behaviour to encourage it. When negative behaviours occur, it is essential to respond promptly and calmly to ensure that good order is restored as quickly as possible. As a school, we recognise that all behaviours are forms of communication and this is reflected in in our approach to managing challenging behaviours. Scripted conversations address the negative behaviours, providing pupils with the opportunity to reflect on why the behaviour was unacceptable and provide support to repair and restore positive behaviour. Pupils who have behaved in a negative way and victims of poor behaviour choices will be acknowledged, listened to and valued.

Behaviour consequences

As a school the overriding emphasis is on positive behaviours, and this should be explicit throughout the day, regardless of the situation. However, when behaviour has fallen short of school expectations, despite positive reinforcements, a consequence may be necessary. This is laid out in Appendix 4 for responding to pupil behaviour steps. Parents/carers will be informed about poor behaviour by the class teacher. We recognise the importance of working in partnership with parents/carers to promote positive outcomes for all our pupils. Class teachers will regularly discuss our school values and 3B's with their classes and ensure that their children know what the values look like, in a way that is appropriate to their age and stage. The headteacher or members of SLT may also come and talk to a whole class, year group or whole school to address various behaviours/incidents. In PSHE lessons, we teach about how to manage our own behaviours and deal with situations.

Serious incidents will be dealt with by a senior member of staff. Actions taken and consequences will be recorded on Bromcom with individual staff accounts kept in our behaviour file. If appropriate parents will be contacted. Senior Leaders might set an internal exclusion or issue a fixed or permanent exclusion if appropriate. The child may also be placed on an IBP (Individual Behaviour Plan).

We may also request support from the local PCSO or police where it is warranted. This is likely to be, but not limited to, behaviour issues relating to the use of social media or anti social behaviour outside of school. This may involve whole class or year group class talks or discussions with small groups of pupils or individuals.

Escalating behaviours

If the behaviour of a pupil is seriously damaging the class learning environment or posing a risk to others, despite using the positive behaviour strategies and scripts, the pupil may be removed from the class or the class may be evacuated. Examples of these behaviours include but are not limited to; include spitting, swearing, insulting others, use of racist or discriminatory language, defiance, violence and upturning furniture.

If the child is unwilling to voluntarily move and behaviour is continuing to escalate, removing the class rather that the child in crisis is the most effective strategy. SLT must be informed promptly. These incidents must be recorded on Bromcom to ensure that patterns of behaviour can be monitored and measures put in place to support positive behaviours. There may be occasions when outside bullying are used to provide additional guidance and support to staff. Following incidents where a child has been in crisis they will be supported with their recovery before returning to class, when this is appropriate. Staff will be given an opportunity to debrief. Staff receive regular behaviour training updates to ensure a consistent approach when supporting escalating behaviours.

Use of Restrictive Interventions, Including Reasonable Force

All members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom as in line with the DFE guidance Restrictive interventions, including use of reasonable force, in schools (April 2026). The government also authorises the use of appropriate force, by staff conducting a search without consent for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles. Force cannot be used when searching for any other items even if they are in the school rules. Physical force may be used as an emergency intervention.
It may include:

- The holding of a pupil by one or more adults so as to restrict their mobility and movements;
- The holding a pupil by one or more adults to guide them to another space in the school;
- Blocking a pupil's path;
- Physically interposing between pupils.

There are a few occasions where staff need to use reasonable force and restrain children. This may be to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so – this is nessecary to keep the other children and staff safe.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom or a room (seclusion) where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- Restrain a pupil at risk of harming themselves through physical outbursts.

The use of reasonable force and physical intervention will take into account the characteristics of the child including their age, physical needs or disability and development level. The decision to use reasonable force and physical intervention will follow a risk assessment approach. If we believe there is the possibility that reasonable force or physical restraint may be required, we will write and share a risk assessment and a personal handling plan with key staff in preparation for this. This will also be shared with parents. When restraint or seclusion is used we will notify parents and record this intervention in school. The following will be considered:

- The potential outcomes of not intervening;
- Any risks in the immediate environment;
- The vulnerability of the child.

If reasonable force is used, staff should:

• Use the least amount of force that's necessary, for no longer than is necessary
• Release their hold on the pupil as soon as it is safe to do so
• If a pupil is unintentionally held on the ground, release or re-position them as quickly as possible

Staff must not:

• Restrain the pupil in a way that affects their airway, breathing or circulation

Recording restrictive interventions

If reasonable force, physical intervention or seclusion are used staff will ensure the following:

- The incident is reported in the Bound and Numbered book and the headteacher is informed;
- Parents/carers will be informed on the same day or as soon as reasonably practical and recieve a written report;
- A range of support will be considered for the pupil which may include external professional help;
- The pupil's views are heard and recorded in the Bound and Numbered book;
- Targets for the pupil will be clearly defined;
- Attempts will be made to try to identify that triggers for challenging behaviour;
- Strategies will be put in place to help prevent challenging behaviour;
- Parents/carers are included in the next step discussions.

Parents/Carers

Parents/Carers consent is not required from parents for our consequences, however good partnership with parents can have a positive impact on behaviour. Class teachers will inform parents about negative behaviours, not always for an isolated incident, but particularly if a pattern of behaviour is forming or strategies are not working. If concerns become higher level, parents/carers will be invited to school to discuss the matter. As a school, we also recognise the power of positive behaviour communication with parents, this may take the form of star of the week certificates, a positive note home or a quick positive phone call.

(Click here for link to DfE 2026 advice on Restrictive interventions, including use of reasonable force, in schools)

Suspensions and Exclusions

It is important to maintain high standards of behaviour in schools so that young people are protected from disruption and are in a calm, safe and supportive environment that brings out the best in all of our pupils. Suspensions and permanent exclusions may be necessary as a last resort to maintain this

environment. The decision to exclude a child from school, whether for a suspension or permanent exclusion, is exceptional and serious. It will usually be the final step in a process for dealing with disciplinary issues following our wide range of positive strategies, which have been tried without success. The head teacher will make the decision whether to suspend or permanently exclude a pupil. If the head teacher is off site and unavailable, then the decision will be made by designated assistant head teacher on site.

A suspension may be used as a clear signal of what is unacceptable behaviour as a part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Please see Appendix 4 for further details about suspensions and exclusions. For further details about the process and information about appeals refer to our standalone suspension and exlcusions policy.

Recording poor behaviour

It is important that poor behaviour is recorded in a timely fashion:

- An entry should be completed on Bromcom, this is monitored by the headteacher and senior leaders to assess patterns and outcomes including incidents of bullying.
- Communication with parents/carers may be face to face, by phone or email

Support Structures for Pupils

The following structures exist within the school to provide support for pupils whose behaviour is a concern:

- Identification of members of staff who the pupil feels comfortable talking to and access created to these staff;
- An individual behaviour plan will be written by the teacher if the pupil needs longer term support to change poor behaviour; Pupils may have an individual risk assessment and personal handling plan when appropriate.
- A range of nurture programmes are available within school to meet emerging and ongoing needs.

Children with SEN

Like all children, children with learning and physical disabilities may display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their disability or as a consequence of a lack of reasonable adjustments made to accommodate their disability. Whatever the case, if a child with SEN is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them. The fact that a child has a disability does not mean they should never be disciplined, but behaviour and discipline methods should reflect the need to pay extra attention to the underlying causes of their difficulties to reflect the additional barriers disabled people face in society.

At Chilton Primary School we ask our teachers to take the following additional steps to prevent behaviour issues with our pupils with SEN and to manage poor behaviour:

- Learn about pupils' individual difficulties and accommodate them, for example, do not ask a child on the autistic spectrum to sit squashed on the rug at circle time;
- Share ideas and best practice to manage behaviour and to prevent escalation of situations;
- Be sure that any sanctions you give a pupil with SEN are achievable;
- Re-challenge and re-focus to diminish repetitive poor behaviour;
- Assess regularly to ensure that there is early intervention of specialist help if required.

Child on Child Abuse
We take all reports of Child on Child Abuse very seriously. Please refer to our Child Protection & Safeguarding policy for more information. All incidences of unwanted sexual behaviour, sexual aggression and sexual abuse will be dealt with on a case by case basis with the Safeguarding policy used to help inform our responses. All incidences of this nature will be recorded on CPOMS and a DSL will advise on the action to take in conjunction with the reporting staff member.

Beyond the School Gate
Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- On-line, for example on social media, group chats or playing platform games;
- In some way identifiable as a pupil within our school.
- Posing a threat to another pupil or member of the public.
- Adversely affecting the reputation of the school.

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Searching
Searching, screening and confiscation is conducted in line with the DfE's guidance on searching, screening and confiscation.

Mobile phones and smart technology
Pupils must not use mobile phones, smart watches or other electronic devices during the school day. Phones must be brought to school office and handed to staff or stored securely in accordance with school procedures. Please refer to our school mobile phone policy.

Pupils who are found to have made malicious accusations against staff
Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Staff professional development
The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects practice outlined in this policy and the AntiBullying Policy and practice. Where specific training needs have been identified for particular members of staff, the Headteacher will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

Anti-Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the Anti Bullying Policy for further details. Incidents of bullying will be recorded on Bromcom.

Early Years

Staff will follow the principles outlined above but specific sanctions will be age appropriate as outlined in appendix 4.

Lunchtime procedure

Children who follow the playground rules will be rewarded by lunchtime supervisors with house points.
Children who are unable to manage their behaviour at lunchtime may be required to take 5 minutes time out to think about their actions.
Serious playground incidents will be dealt by a senior leader and recorded on Bromcom.

Monitoring and Evaluation

The monitoring and evaluation process will be informed by:

- Behaviour incidetns recorded on Bromcom
- CPOMS
- data on restrictive interventions, including patterns, trends and effectiveness of prevention strategies – also reported to governors
- accident book entries;
- parent and pupil surveys;
- SLT meeting discussion;

Associated policies

- Exclusion and Suspension Policy
- Anit-Bullying Policy
- Complaints Policy
- Equality Policy
- Safeguarding & Child Protection policies.

Appendix 1 – Written statement of Behaviour Principles

1. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
2. All pupils, staff and visitors are free from any form of discrimination
3. Staff and volunteers set an excellent example to pupils at all times
4. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
5. The behaviour policy is understood by pupils and staff
6. The exclusions policy included within our behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

7. Pupils are helped to take responsibility for their actions
8. Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Suspensions and Permanent Exclusions

A child might be suspended for a single serious breach of the school's behaviour policy or for several persistent breaches. A child can be suspended for one or more fixed periods of time (up to 45 days in a single academic year) or permanently excluded.

Behaviour that may lead to a child being suspended includes but is not limited to:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that have been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistently disruptive behaviour which harms the education or welfare of other pupils in school.
- Refusing to cooperate or comply with senior staff (repeated behaviour)

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort.

A permanent exclusion is when a pupil is no longer to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Please see Suspensions and Permanent Exclusions Guidance 23 for futher information

Appendix 3 – Star of the Week certificate

Star of the Week Certificate

Appendix 4 - Sanctions - examples

Sanctions must be viewed with an understanding of the child at its heart. At all points we must refer to the behaviour being what we are condemning, not the child. When faced with negative/disruptive behaviour:

1. Try redirection techniques and non-verbal cues.
2. If this does not work always give a clear verbal warning stating the desired behaviour and what the consequence will be if a child does not comply. Remember to give the child take-up time, including considering change of face.
3. Give a consequence
4. Ensure the consequence is served
5. Have a restorative conversation primarily with the adult who initially gave the warning.

All consequences should be followed with a restorative conversation and an apology should be given to the person who has been wronged. Focus on the primary behaviours, secondary behaviours can be spoken about in restorative conversations afterwards. All incidents and actions taken are to be logged on BROMCOM by the class teacher.

Early Years		
Behaviour	**Example**	**Consequence**
Not listening to adults	Not following examples	5 minutes lost time
Being verbally unkind to others	Telling lies, name calling, swearing, not being kind	10 minutes lost time
Not joining in with learning	Avoiding work, calling out	10 minutes lost time
Not using equipment safely	Damaging, throwing or drawing on equipment. Drawing on resources	10 minutes lost time and not being allowed to use that resource for the next session. Parents to be informed.
Not using kind hands or feet	Hurting others, kicking, scratching, spitting, hitting, biting and pinching	Loss of playtime / 15 minutes of lunchtime. Visit to SLT. Parents to be informed.

Key stage 1		
Behaviour	**Example**	**Consequence**
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked the first time	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness	10 minutes lost play / lunchtime
Avoiding work	Avoiding work, leaving the classroom	10 minutes lost play / lunchtime Take the work home if not completed

Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again during break / lunchtime Not being allowed to use the resource for the rest of the day Visit to another classroom Parents to be informed
Using inappropriate words	Swearing	Playtime or lunchtime lost Visit to another classroom Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	Playtime or lunchtime lost Visit to Senior Leader Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Playtime or lunchtime lost Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Playtime or lunchtime lost Visit to Senior Leader – consider further action including internal / external suspension. Parents to be informed

Key stage 2		
Behaviour	**Example**	**Consequence**
Not trying my best	Not putting best effort into learning	5 minutes lost play / lunchtime
Provoking others	Encouraging others to make the wrong choices	5 minutes lost play / lunchtime
Not doing as asked the first time	Not following an instruction. Making the wrong choice.	5 minutes lost play / lunchtime
Being verbally unkind to others	Telling lies, name calling, rudeness to peers or staff	15 minutes lost play / lunchtime
Avoiding work	Avoiding work, leaving the classroom	To be timed and paid back in break / lunchtime If not, to be completed at home and returned the next school day
Not respecting property	Ripping up work or damaging school property inside and outside	Work to be completed again at break/lunchtime Not being allowed to use that resource for the rest of the day Visit to another teacher Parents to be informed
Using inappropriate language	Swearing	Loss of lunchtimes / playtime Visit to another teacher Parents to be informed
Words targeting a protected characteristic	Racial or homophobic language	Loss of lunchtimes / playtimes Visit to Senior Leader – consider

		further action including internal suspension Parents to be informed
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes/playtimes Visit to Senior Leader – consider further action including internal suspension Parents to be informed
Hurting others: unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, spitting	Loss of lunchtimes and or playtimes Visit to Senior Leader – consider further action including internal / external suspension Parents to be informed

Home-School Agreement

At Chilton Primary School, one of our stated aims is to create and nurture successful partnerships between parents, staff, governors and the wider community. To help us achieve this aim we ask the whole school community to enter into our home-school agreement. The responsibilities of the school, parents/carers and pupils are set out below.

The school will:	Each parent/carer will:	I will try to:
• Encourage children to demonstrate our school values (Aspiration, Compassion, Enthusiasm) • Provide a caring, safe, secure and stimulating learning environment which enables all children to reach their full potential. • Provide a broad and balanced curriculum which meets the needs of each pupil. • Communicate regularly with you regarding school matters and your child's development. • Set high expectations for pupils in their learning and behaviour. • Aim for the very best levels of communication between home and school, in both formal and informal ways, including guidance to support the safe use of e-technology. • Celebrate your child's achievements through praise and encouragement. • Offer Early Help to families	• Ensure my child has excellent attendance, arrives punctually and prepared for school. • Ensure that my child wears only the appropriate school uniform (including the PE kit) and is neatly presented. • Provide a suitable environment to support my child's learning at home, promoting healthy eating as part of a healthy lifestyle and enforcing a sensible bedtime on a school night. • Celebrate my child's achievements at school through praise and encouragement by attending meetings and Parents' Evenings. • Keep the school informed of any issues that may affect my child in school. • Support my child's learning and emotional well-being by providing safe and monitored access to e-technology. • Support the school with regards to my child's behaviour and needs • Support our school vision and values and the 3Bs (Be Respectful, Be Responsible, Be Safe).	• Do my best in everything I do. • Bring a positive attitude to school eac day. • Show our school values (Aspiration, Compassion, Enthusiasm). • Respect and look after our school, keeping the school rules. • Be responsible for myself and my belongings. • Let adults know what I am using e-technology for

Teacher:	Parent:	Name:
Signature:	Signature:	Class:
Date:	Date:	Date: