

Chase Side Primary School

Positive Behaviour Policy

**Adopted by the Governors of Chase Side
Primary School on 19th November 2025**

Next review: November 2026

As for all policies we adopt within our school, all aspects of the Behaviour Policy must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together!

At Chase Side Primary School high expectations and standards of behaviour are essential in order for us to achieve our vision of developing confident lifelong learners, embracing and valuing our diversity and making a positive impact in our community. The purpose of this document is to establish the principles upon which behaviour management at our school is based and to make clear which strategies should be adopted to ensure that high standards of behaviour are achieved and maintained. If this policy is to be effective then its provision and practices must be adhered to consistently by all staff.

AIMS

The aims of implementing this policy are:

- To ensure high standards of behaviour which contribute towards effective learning and the creation of an organised, calm community within the school
- To develop positive relationships between children and between children and adults
- To encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity
- To embed and develop self-esteem
- To establish a consistency of approach to behaviour throughout the school
- To promote the school values and develop an understanding of their importance to our community
- To build and sustain a positive classroom culture and learning environment across the school
- To involve parents, pupils and staff in setting expectations of behaviour within the school

PRINCIPLES

It is recognised that children learn best when they feel secure and valued. The school therefore aims to promote classroom environments which give the children the greatest opportunity to learn. Every child has the right to learn unaffected by disruptive behaviour and the right to be taught free from interruptions. The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Chase Side is an orderly, caring and calm environment in which children feel valued, secure and able to enjoy their learning.

To achieve this:

- Every adult will demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves – this applies to their relationships with other adults as well as with children
- The school staff, both teaching and non-teaching, have the right to work in an environment where respect is mutual
- Ensure there are clear classroom routines to reduce uncertainty and promote an appropriate learning environment
- Introduce a Behaviour for Learning Code, to ensure that all of the children have the same expectations to make the right behaviour choices and be ready to learn:

Do work hard and ask for help when it is needed

Do listen to others and follow instructions

Do be kind and helpful

Do be gentle in and around the school

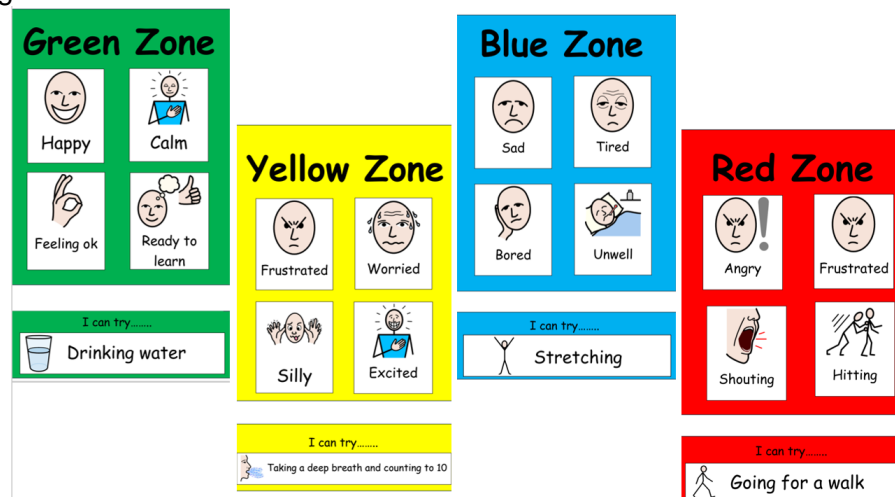
Do be honest and polite

Do look after property, ourselves, each other and the school.



- Positive reward and praise are at the heart of each classroom's ethos as recognition of good conduct is more effective than correction of bad conduct

- Children are helped to understand the rules in an age appropriate manner to ensure that their classroom can be a happy learning environment
- Everyone will be encouraged to take responsibility for their behaviour, making informed choices and decisions, in line with the policy
- Rewards and sanctions are linked to the school values and are partnered with a clear set of consequences
- Using appropriate language to ensure children have a clear understanding of how to re-engage in learning activities after making wrong choices
- The school staff use 'Zones of Regulation' to support children to manage their own feelings and behaviour



- The consequences are consistently applied to be fair to all children but adapted to the individual child's behaviour needs
- In all circumstances the adult remains calm and responds to misconduct in a way that does not elicit negative emotional responses
- In dealing with behaviour issues, it is expected that staff will make it clear that is the behaviour that is unacceptable, NEVER the child

SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR

The school aims to reward good behaviour in order to foster an ethos of Kindness, Respect, Friendship, Honesty and Resilience. This may be done informally through an encouraging compliment, or it may be shared with the parent, another member of staff or other children. The school has systems set up to reward children for good behaviour more formally; these are both individual rewards and also whole class rewards, since the school wishes to encourage classes to work together and support each other. The systems outlined below are primarily for Key Stage 1 and 2 children but are adapted for use in the Nursery and Reception classes, with the focus on certain values and the children's understanding of these values.

All staff promote positive behaviour within their classroom and focus on developing an active approach to learning and a culture of finding effective solutions to problems – this is something we want to encourage in all aspects of school life to support the children with developing these valuable skills for their future. The Values System has been designed to encourage children to do this whilst also learning and promoting the values of our school. Each Class will display the five school values prominently within their classroom. The names of the children will be underneath the 'Values Circles'. When a child displays a certain value, the class teacher will ask that child to move their name to the value exhibited. At the end of the school day, the teacher selects one child from a Values Circle to receive a nomination at the Values Assembly.



EYFS

Additionally, in the EYFS, nominations and certificates are given to children to celebrate their achievements. This can be for sharing and caring, being kind to others and for good work. Rewards are given to the children to encourage them in reaching their goals. Children in Reception will have a Values assembly every Friday within their Year group which follows the same format.

Values Assembly (Individual)

At the end of every week, children from Years 1 – 6 are nominated by staff to receive a certificate in assembly in order to celebrate their success for having demonstrated the school values effectively and regularly.

House Points

House points are for children in Years 1 -6 to promote and reward positive behaviour. There are four Houses, named after streets in the surrounding area and are associated with a colour.

During Sports Week there will be events where children will compete in their teams.

There is an expectation that children do not ask for points. All adults across Chase Side Staffing Team can award team points. Only 1 or 2 points should be awarded at a time. Points should be awarded for appropriate behaviour and approaches to learning activities.

Recording of team points: School Council collect, and collate the results of rewarded house points each week and the results are shared with the children during our weekly achievement assembly. The winning house receives 4 points; second place receive 3 points, third place 2 points and fourth place 1 point. The results and the collection of tokens are displayed in the hall.

Team Names

Red – Lancaster
Yellow – Baker
Green – Trinity
Blue – Holtwhites

Marble Treat

The Marble Jar (whole class). Each class collects marbles in a jar based on whole class behaviour. At the end of the day, teachers are to award 3 marbles in the jar at the end of an exceptionally good day; 2 marbles in the jar at the end of a good day; 1 marble in the jar at the

end of a fairly good day; 0 marbles in the jar at the end of a poor day. At the end of the half term, the whole class will receive a communal treat based on the number of marbles collected.

0-9 Marbles = No Marble Treat
10-19 Marbles = Unlock 1 Treat
20-29 Marbles = Unlock 2 Treats
30-39 Marbles = Unlock 3 Treats
40-49 Marbles = Unlock 4 Treats
50-59 Marbles = Unlock 5 Treats
60+ Marbles = Unlock 6 Treats

Marble treats should be something outside of the usual class routines and would vary across year groups. Marble treats are to be chosen from the following:

- Arts & Crafts
- Baking
- Sports
- Quizzes
- Talent show
- Nature and Mindfulness activities
- Fun experiments
- Scavenger hunts

School Council

The children are also able to raise any issues, concerns or suggestions that relate to the wider school community with the class school council representatives who then feed this information in to the next meeting. This can then be brought to the attention of the senior leadership team within the school or the appropriate staff members to consider and possibly address.

Sanctions

If a child chooses not to observe a school rule, then these steps or sanctions must be followed.

When a child misbehaves the following steps will be followed in order:

1. **A warning is given.** The child is given the opportunity to ensure they re-engage by making the right choice.
2. **Time out.** The child has some time out within their classroom. At an appropriate time, the class teacher must use 'Zones of Regulation' to help the child to re-regulate.
3. **Time out in another classroom.** The child has some time out in another classroom. At an appropriate time, the class teacher must use 'Zones of Regulation' to help the child to re-regulate.
4. **Team Leader.** The child has some time in the Team Leaders classroom. At an appropriate time, the Team Leader must discuss the use 'Zones of Regulation' to help the child to re-regulate.
5. **Red card.** If the behaviour deteriorates further or is one of the listed concerns below, then a Red Card is issued. The child is sent to a member of the Senior Leadership Team or the Headteacher.

Instant Red Cards

There are certain behaviours, either in the classroom or outside, for which a Red Card is issued straight away.

These include:

- Violent behaviour
- Negative behaviour in respect of religion
- Stealing
- Bullying
- Racism
- Use of homophobic language
- Use of sexist language
- Use of sexualised language
- Intentional damage to school property
- Constant / Repeated refusal to follow instructions
- Swearing

Letter sent home. If a Red Card has been issued, a standard letter will be given to the parent/guardian that day. Copies of the letter are given to the **Team Leader** for monitoring. Another copy is put into the child's school file. The reply slip on the letter needs to be returned to the teacher. If the letter cannot be handed to the parent/s personally, the letter will be sent home with the child and contact will be made by telephone by the class teacher on the same day. If a child receives two Red Card letters in one half-term, the child will report to the Headteacher and a letter will be sent home requesting an appointment to meet with the parent/s to address reasons for the continued behaviour and ways the school and parent/s can work together to support the child to improve their behaviour choices and to agree a Pastoral Support Plan; a preventative measure to reduce the risk of exclusion.

The Team Leader will monitor and keep a record of the cards issued and the reason/s for them being given. If a child misses work during "Time Out" this will need to be completed at another time or at home. Any incidents of bullying are reported to the Team Leader and Headteacher and thereafter the Anti-Bullying Policy is employed.

Three Red Cards, in one half-term, will result in the child being excluded from school.

- The first three Red Cards, in one half-term, will result in a one day exclusion from school.
- The second set of three Red Cards, in one half-term, will result in three days excluded from school
- The third set of three Red Cards, in one half-term will result in five days excluded from school.

During the exclusion period the school will provide the child with work that must be completed and brought back to school upon the child's return to school.

On the first day back at school the child and parent/s will meet with the Headteacher or another member of the Senior Leadership Team for a reintegration meeting. The aim of the meeting is for the child to settle back into school and reduce the risk of further exclusions.

Under the 2017 Exclusion from maintained schools, academies and pupil referral units in England, section 45 for a fixed-period exclusion of more than 5 school days the governing board (or local authority in relating to a pupil excluded from a PRU) must arrange suitable fulltime

education for any pupil of compulsory school age. This provision must begin no later than the sixth school day of the exclusion.

Parents and carers have the right to appeal to the school Governing Board or can contact for advice from ACE (advisory centre for education) **0300 0115142 (24 hour exclusion information line)**

See appendix for further information regarding exclusions.

Missing Playtimes

On occasions, teachers may keep individual children in class during playtimes, to talk briefly with them, whole classes will not be kept in due to issues from individuals. Playtime will not be used as time for children to complete missed work.

Parental Involvement

It is very important that children know that their parents will be informed if their behaviour is unacceptable. The aim is to contact parents early, to prevent low level poor behaviour escalating into more persistent poor behaviour and parental support is a key factor to improving behaviour. But as well as keeping parents informed about behaviour which is unacceptable it is important that parents are also kept informed about positive behaviour.

It is essential that parents are able to discuss any matters causing such behaviours with the teacher or relevant middle leader or senior leader within the school, so that the parents and the school can support each other. The school needs the parent's full cooperation if the Behaviour Policy is to be effective. It is also essential that parents support the school in a policy of 'No hitting back' by ensuring they encourage their children to seek support should an altercation become physical rather than retaliating or hitting/kicking out in response.

Support for children whose behaviour indicates significant problems

The school and parents will work together to offer support for the very small number of children who have significant difficulties with behaviour. It may be that outside agencies are involved to offer support such as the Borough Behaviour Support Service, now known as SWERRL. In some circumstances, a reduced curriculum may be offered. All parties will think creatively about how best to support the child but the welfare and education of other children must not suffer as a result.

Promoting children's emotional health and wellbeing: Speak Up

Speak Up is a service run by the school that supports children's emotional development by offering them a space where they can express their feelings through talking, creative work and play. Speak Up delivers a range of services directly to children, parents and staff in school.

One aspect of the service is a lunchtime drop-in service, which is open to all children from Years 3 – 6 Monday-Wednesday. Children can make an appointment to spend 15 minutes with our trained counsellor to talk about friendships, concerns or any worries they may have.

All parents of children who regularly access Speak Up will be provided with information about the service firstly when their child is referred to Speak Up and throughout the period of engagement. At each stage, the parents have the opportunity to opt their child out of the service.

Support for staff in developing skills and confidence in managing behaviour

This policy aims to support staff in managing behaviour. Training in behaviour management will be offered through staff meetings both within the school and via the borough and other outside agencies with behaviour specialists. Monitoring by middle leaders may identify teachers needing

further support. In all cases, asking for support and help from colleagues should be encouraged and seen as a sign of strength and professional development.

Support for parents in developing their child's social, emotional and behavioural skills

In some cases, parents request and need support in managing their own child's behaviour. As a school, we offer an annual parenting course, courses can be signposted or parents can be referred to outside agencies such as Family Based Solutions that have experience in working with families. The Team Leader or Parent Support Advisor will have further information.

APPENDIX

Exclusion policy

The UNCRC, Article 19 states that:

'We have the right to be protected and safe'

Therefore at Chase Side, we do all we can to promote positive behaviour and teach children how to treat others.

We understand that good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. Making the decision to exclude a pupil is based on a variety of factors and is the sole responsibility of the Headteacher.

These factors include:

- Using exclusion as a sanction where it is warranted
- Only using exclusion in response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Exclusion and the behaviour policy

We understand that the decision to exclude a pupil must be lawful, reasonable and fair.

In line with the behaviour policy, when three red cards are given in one half term, this will result in the child being excluded from school.

- First three red cards in one half term = one day exclusion
- Second set of three red cards in one half term = three day exclusion
- Third set of three red cards in one half term = five day exclusion
(GOVERNORS INFORMED)

When dealing with exclusions, these steps must be followed

- 1) Meet with the child
- 2) Ensure that you have a clear understanding of the situation
- 3) When a red card is given, record it in the red card folder and send a letter to parents
- 4) Inform Headteacher who will make a final decision about exclusion

- 5) Phone call / meet with parents
 - i. Explain the situation
 - ii. Inform parents of the reintegration meeting (time and date) on the day the child is due to return to school. Explain that if they are late, the reintegration meeting is going to be postponed to the next day.
 - iii. Exclusion communicated in writing to parents.
- 6) Fill in a yellow form that can be found in the exclusions file, take a copy and send to the Local Authority
- 7) Headteacher will inform the relevant person so that they can update the child's exclusion status
- 8) Headteacher to ensure that the child's class teacher is also informed

Exclusion information is provided to Governors once per term unless otherwise stated.

Informing parents

When informing parents of exclusion we ensure this is done promptly and no later than the end of the school day when the exclusion has taken place.

This communication will include:

- The reasons for the exclusion;
- The period of a fixed exclusion or, for a permanent exclusion or, the fact that it is permanent;
- Parents' right to make representations about the exclusion
- How representations should be made;
- And where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

The Headteacher must also inform the parents that where an excluded pupil is of compulsory school age that for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

The Headteacher will also draw attention to relevant sources of free impartial information.

This information will include:

- A link to this statutory guidance on exclusions: [exclusions guidance](#)
- A link to the Coram Children's Legal Centre: www.childrenslegalcentre.com 020 7713 0089 (for general enquiries)
- Where considered relevant by the headteacher, links to local services, such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk)

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion are counted as half a school day for statistical and in determining whether a governing body meeting is triggered.

Equal Opportunities

We understand that we have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Pupils at risk of 5 days + fixed term or permanent exclusion and who have a Statement of SEN or EHCP, will be given special consideration. An early Annual Review will be called and the Headteacher will seek further support from the external professionals such as the Fair Access Panel before making a decision to exclude. Some differentiation of the behaviour policy will also be considered, if deemed appropriate by the Headteacher.

Prevention and support

We understand that persistent, disruptive behaviour can be an indication of unmet needs. When we have concerns about a pupil's behaviour we are committed to identify whether there are any casual factors and intervene early in order to reduce the need for a subsequent exclusion. Children who have been excluded or who are at risk of exclusion, will have a PSP (Pastoral Support Plan) or an IEP (Individual Education Plan) where specific needs have been identified.

If deemed necessary and when all school-based resources have been exhausted, we will always consider a multi-agency assessment.

Reintegration

We have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour. At the reintegration meeting we determine whether or not the child is ready to come back to school. With the parent and child, we will identify areas for development by assessing what went wrong for the child.

Appeals

Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, parents can also make a claim to their First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). Also reference the 2017 Exclusion from maintained schools, academies and pupil referral units in England, section 74

An independent review panel does not have the power to direct a Governing Body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has a special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding a pupil.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.