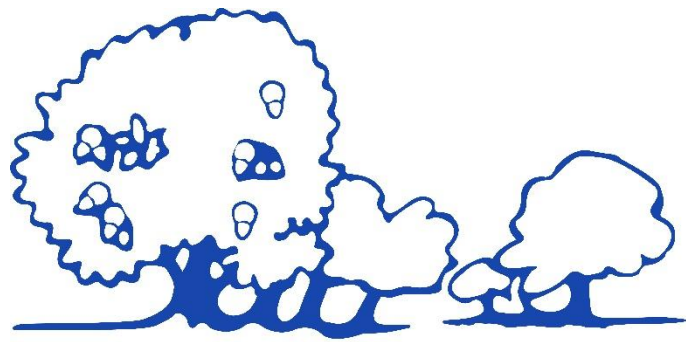




Chase Lane

Primary School and Nursery

BEHAVIOUR POLICY

Our school promotes perseverance, resilience and mutual respect. Working in partnership with families, we ensure that all children are given the best opportunities throughout their educational journey. Children at Chase Lane embrace challenge and make the best possible progress to enhance their life choices in an ever changing, diverse modern Britain.

January 2025

<i>Title:</i>	Behaviour
<i>Function:</i>	Information and Reference
<i>Subject Category:</i>	Safeguarding
<i>Audience:</i>	Staff, Parents, Children and Governors
<i>Date of Review:</i>	January 2026
<i>Member of Staff Responsible:</i>	Senior Leadership Team

Chase Lane Primary School and Nursey Relationships and Behaviour Policy

At Chase Lane Primary School we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection and belonging to the whole school community.

This is demonstrated by our relationships with one another and by a concern for the rights, feelings and welfare of others within the community. We understand that negative behaviour is a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour. We are therefore working hard to make Chase Lane an inclusive, supportive school with the culture, resources and staff training to ensure every child's individual needs are supported and barriers removed to promote successful engagement in school life and beyond.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

1. School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school, whose values are built on mutual trust and respect for all. This Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We want children to be confident, life-long learners and compassionate, respectful members of their community and the world.

We always prioritise the safety of our pupils and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are essential. Our staff are fair and consistent (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help and we help our children to understand this. It is also recognised that for some children and young people, additional support will be given in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

2. Our Expectations

We expect the highest standards of behaviour at Chase Lane Primary School and we make a point of acknowledging, praising and rewarding positive behaviour.

We have key Learning and Social Behaviours that underpin our day-to-day practice.

Social Behaviours

-  Speak kindly and respectfully
-  Walk sensibly and calmly around the school
-  Use kind hands and feet
-  Remember to use your manners

- 🌱 Treat all property and equipment with respect

Be The Best You Can Be – Learning Behaviours

- 🌱 Embrace challenge
- 🌱 Persevere and overcome obstacles
- 🌱 Support and encourage each other
- 🌱 Be ready to learn
- 🌱 Go above and beyond what has been asked of you
- 🌱 Present your work with pride
- 🌱 Use what you know to solve problems

Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with each other must be built upon respect, trust, friendship and acceptance of each other's wishes.

3. Behaviour

At Chase Lane Primary School we have adopted the TPP approach to behaviour interpretation and behaviour management. We understand that behaviour (the way in which we conduct ourselves, particularly towards others) can be categorised as consciously or sub-consciously driven. Behaviour is a form of communication.

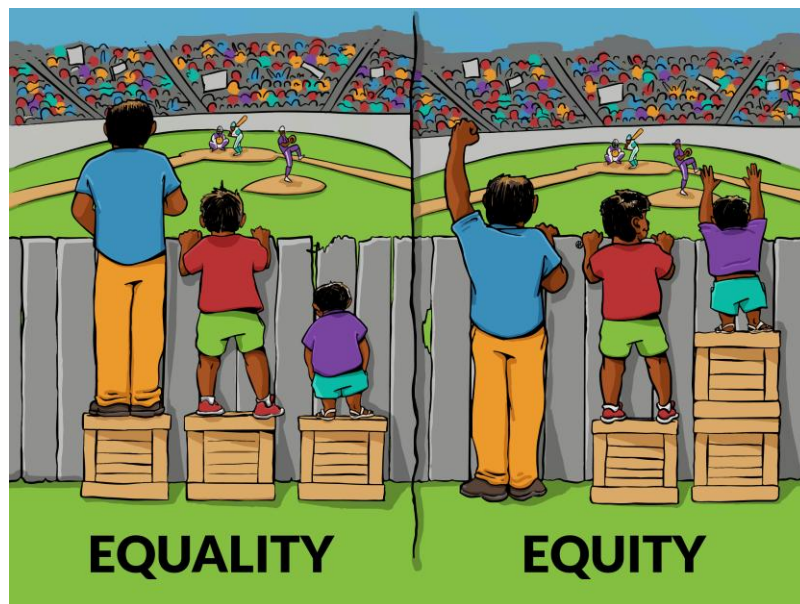
An understanding of trauma and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school develops a trauma and mental health informed approach to ensure that all children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating a safe environment that has strong, positive, supportive relationships at its heart.

Pupils respond better when they have a strong relationship with staff. Therefore developing good relationships with all pupils is important when managing behaviour and supporting emotional well-being.

4. Inclusion and Equality

We believe that children should receive support so that they achieve equality of opportunity. This means that children may receive differentiated levels of support according to their need. Our differentiated response to behaviour recognises that our children are individuals and that some will require additional support. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is essential in our approach.

At Chase Lane Primary School and Nursery, we have adopted an approach called My Happy Mind. It teaches children preventative habits that support positive mental health, resilience and self-esteem.



5. Promoting positive behaviour and pupil self management through our whole school reward system

Individual rewards – Pupils are awarded blue tokens for appropriate behaviour in class, around the school and at playtimes and lunchtimes. The main focus of our reward system is to acknowledge pupils when they demonstrate good social and learning behaviours. These positive behaviours are displayed and shared regularly.

A record is kept of the number of tokens each pupil achieves. When pupils achieve key milestones they receive bronze, silver and gold certificates.

Colour team rewards – As pupils collect their tokens, they place them in their team's pot in class. Each week tokens are counted across the school and added to the team totals in the weekly celebration assembly.

We value **intrinsic motivation** and we aim to promote this by recognising positive behaviours demonstrated by children 'for its own sake and because of the satisfaction it provides'. (Punished by rewards – Alfie Kohn 1993)

- ✔ Telling someone what you have noticed and appreciated about their work or behaviour
- ✔ Remembering something positive that someone did and reminding them
- ✔ Linking the 'Be The Best You Can Be' learning behaviours to behaviours in and around the school and awarding blue tokens
- ✔ Personalised charts
- ✔ Celebration Assembly recognising individual achievements and behaviour

Supporting and Maintaining Regulation Example Language

Positive language, tuning into the child, their actions and emotions

“How are you feeling this morning?”

“I can see that you are . . .”

“That’s great . . . let’s try to . . .”

“You are ready to learn, well done”

“I really liked the way you..”

“Wow you are playing this game really well”

“That was great turn taking – well done for waiting patiently”

“Well done that is a fantastic choice – you can . . .”

6. Restorative Practice

Restorative practice is a term used to describe **behaviours, interactions and approaches** which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. There is strong evidence that restorative processes, where reflections and learning take place, are successful in supporting well-being and long-term behaviour change.

During any incident the pupil’s behaviour may be influenced by a strong feeling of anger, frustration or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently. It may be necessary to withdraw the pupil from the place of stress to a safe place until they are ready to re-engage with learning. Equally, the impact of the incident on the staff and others involved should also be recognised.

Once it is considered that the pupil is ready for the restorative process, this can take place and should involve all relevant persons. The purpose of reflect, repair and restore is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

To be effective, the reflect, repair and restore process should consider the age, understanding and needs of the child.

From time to time, a child may behave in a way that does not meet the school’s expectations. It is important that children know and accept that there is a consequence to their actions but they are also encouraged to think about how they can change this behaviour.

Reflect, Repair Restore Example Language (Once the child is regulated)

“Tell me what happened.”

“That must have made you feel . . .”

“What do you think about earlier?”

“Who else may have been affected?”

“How do you think it made them feel?”

“How do you feel now?”

“What needs to happen now?”

“What will help you to do this?”

“Can I help you in some way?”

7. Delivering Natural Consequences with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. This could include:

- Redirection
- Distraction
- Non-verbal strategies
- Rule reminder
- Encouragement
- Sitting in another part of the room but still within the lesson

The majority of pupils, a reminder of the expectations is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the child how they have **not** met the school's behaviour expectations and link any consequences to the behaviour. Adults are expected to de-escalate skillfully.

8. Responding to difficult or harmful behaviour

Difficult behaviour

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the child or young person's own and / or other children and young people's learning; disrupts the day-to-day functioning of the school, making it a less safe and orderly environment
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy.

It should be recognised that difficult behaviour may also include withdrawn behaviour, including any reluctance to respond or engage in learning or socialising.

Harmful behaviour

Harmful behaviour in the school context encompasses behaviour that is generally:

- Physically aggressive towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- Verbally abusive (and may include racist/homophobic/sexist abuse)
- Destructive, including destruction of property and the environment
- Self-harming, including head banging, scratching, hitting, kicking, biting and poking
- Striking another adult / child or young person with an object

Most pupils do not display difficult or harmful behaviour. However, when this behaviour is displayed, it is deemed serious and a response plan needs to be put into place. The success of the response plan relies on it being fully discussed, understood and implemented consistently by all staff, pupils and parents / carers.

When faced with potentially difficult or harmful behaviour, we will attempt to de-escalate it. The pupil should be spoken to calmly, assertively and respectfully at all times. De-escalation phrases are recommended:

1. Name (use the pupil's name)
2. I can see that you are distressed / I can see that there is some thing wrong
3. I am here to help
4. Talk and I will listen
5. Come with me and we can...

During this time the pupil should be given physical space and time to recover and respond to requests.

Where de-escalation has not been possible and difficult or harmful behaviour continues, the pupil should be guided or removed to a place of safety. Where this is not possible, the rest of the class should be removed from the immediate area. Staff should always stay with the pupil, but at a safe distance. Following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform future practice.

In cases where difficult or harmful behaviour is persistent over time, a distress management plan is developed and used consistently by all relevant members of staff. (See Appendix 1.)

9. Severe Clause

It is recognised that for some behaviours, further action may be required.

Behaviours may include:

- Serious physical assault on any member of the school community
- Inappropriate sexualised behaviour
- Bullying
- Using homophobic or racist language
- Carrying an offensive weapon

Any serious incidents will result in an immediate internal exclusion. This will ensure the safety of those involved and will enable time for a thorough investigation to take place.

Each incident will be treated on an individual basis and the final decision will be made by the Headteacher, and in her absence, the Deputy Headteacher.

Exclusions will be used if considered appropriate and proportionate.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, members of the SLT will act using appropriate techniques, up to and including the use of physical intervention.

10. Working with Parents / Carers

Clear communication on behaviour issues with parents is essential. Parents want to know when things are going well as much as they want to be informed when things are not.

Pupils who struggle with their behaviour management benefit from a consistent approach at school and at home. Teachers and parents will need to work in partnership. Communication between home and school, giving the child the same message, will have the most impact.

11. Reasonable Adjustments

In line with the Essex Ordinarily Framework and our inclusive culture at Chase Lane consequences are 'reasonably adjusted' for vulnerable pupils and pupils with SEND. Flexibility within our Behaviour Policy and the use of Distress Management Plans enable staff to understand and respond to pupil's individual experiences and needs.

12. Pastoral-Care Co-ordinator

We understand that for a small number of children, additional support may be needed for the teaching of positive behaviours. Our Pastoral Care Co-ordinator works with individual children and small groups to support and develop social skills, emotional regulation and self-esteem.

Appendix 1 – Distress Management Plan

Window of Tolerance What the child is like when regulated, calm and engaged? Cheerful, polite to adults and laughs with adults and peers. Completes learning and creative tasks willingly	<u>How best to support and maintain this and support regulation</u> Fully engage with the child in board games which are easy for them to complete Adults will need to simplify the language used within the classroom and repeat key instructions. Support could include: Simplify the vocabulary, sentence structure and sentence length. Repeat key sentences and ask P to repeat back what he needs to do to check understanding. Interleave directions and actions so that he does not have to remember large chunks of information at once. Give instructions one to one to P to increase his understanding. Pace of work that allows him time to process the information and plan a response at this level <u>Script</u> Greeting P - Good to see you P - how was RWI?" "How are you feeling this morning?" "What would you like as your then time after completing your task" "What do you think you need to do to get your reward time" <u>Clear instruction with visual</u> "By the end of this lesson we will aim to . . . "If you would like extra 10 minutes reward time we could write another sentence together or . . ." When is off task "P where is your planner for the day . .let's really try to get outside I could do with doing this too" "When you get your reward time today you might be able to have another child with you . . "(off the register) I can help you to think of some of the things you need to do to get some reward time" <u>Positive praise with a focus on perseverance and effort</u> "P well done that's a fantastic choice/word/sentence/idea" "You have listened really well today . .You persevered when you were finding it tricky" "I really like how you have . . ."
Dysregulation What are the first signs that things are becoming too stressful? Fidgeting, standing up and walking round Voice becoming louder	<u>Strategies to support and to co-regulate</u> Try to distract P with a job for the teacher Try to engage by talking about a subject of interest <u>Remind him how to gain rewards/creative time</u> <u>Script</u> Use the WIN approach (Wonder, Imagine, Notice) If P refuses to do something or says he does not want to "I wonder if you really mean that the work is tricky and you need help?" "I wonder if you are worried about not getting this right.." "Ooh that looks tricky. I am not sure how to do it, Can I sit next to you and we work it out together?" "I notice you are getting fidgety, shall we take a short break/do a job and come back and try again in one minute?" "Should we do the first step together?"

	"Oh I wish I knew someone who could help me" Completing a task - scaffolding and modelling and prompting "P . . I will do this part then you do this part" "P let's fill in the blanks in this writing" "P shall we use the laptop to complete this writing" I am wondering whether . . .", "Tell me . . ." "I can see that you are not so calm P . . maybe you can go to the sensory room? . . we know that helps you" When p has explained ask him – "How can we make this into a good choice? . . What do you think we should do now that you are calm?" <u>Always give processing time and time to speak</u>
Where this stress behaviour leads to next What we are trying to avoid	
Hyperarousal Running out of class Throwing objects and shouting in class and disturbing the learning of others Obscene language, engaging in dangerous behaviours or threatening to damage school property	If engaging in a dangerous activity - Staff to calmly explain the risk of falling and hurting themselves – Use simple short sentences. E.g. Not the road. On the path" "Not on the high wall/bannisters – come down to the ground which is safe" Staff to move calmly away but still be able to observe P and tell P " I am over here if you need me/my help/when you need me" Give a few minutes and calmly repeat instructions if necessary Use empathy "I can understand why you feel angry/bored about this" "It helps if you tell someone how you are feeling" "I can see you are . . I feel like . . too . . you can tell me about it" Try distraction techniques with timer "Why don't we go and have 5 minutes kick around with the football" (preferred movement activity or game) Timer to be a countdown using fingers – "4 minutes left" whilst holding 4 fingers up. Staff to give P time to comply/come inside/engage in an activity whilst watching from a safe distance (could be up to 20 minutes if not in danger) Once regulated re-introduce the first and then approach. (This may take time – staff will be patient) Give processing time Radio to be used to call for support if P is in danger In the case of non-regulation after all stages followed: If P repeatedly refuses and is acting in a dangerous manner give calm warning "P we will have to call mum if you don't make the right choice . . how can we help you to make the right choice. . what can we do to to be safer . . . we must keep you and everyone safe" I will give you a couple of minutes to make the right choice . . I'll be inside" Further refusal alert/walk towards office area Head/Deputy or Phase Leader <u>Once pupil is calm – this may be the next day</u> <u>Reflect, Repair, Restore</u> What do you think about earlier? Who else may have been affected? How do you think it made them feel? How do you feel now? What needs to happen now? What will help you to do this?

