



**Learners'
Trust**



Behaviour Strategy
Chaddesden Park Primary
School

Behaviour Handbook | Contents Page

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Appendix

Behaviour Playbook

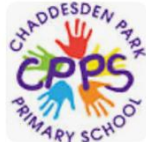


Behaviour | Vision and Values

How do leaders ensure that this strategy is appropriate for the school?

At Chaddesden Park Primary School, we have three school rules:

READY



RESPECTFUL



SAFE


These three rules permeate all aspects of school life and were carefully considered and decided upon by all members of the school community.

By following our three school rules we believe that children will leave our school being:

- Successful learners
- Confident Individuals
- Responsible Citizens

As well as prepared for the next stage in their education and for life in modern Britain.

The school's drivers of **Aspiration**, **Diversity** and **Communication** are matched to the school's specific context, and sit at the heart of the school's ethos and mission statement

 Leaders communicate, demonstrate and refer to the vision and values constantly



Behaviour | Vision and Values

How do leaders ensure that this strategy is appropriate for the school?

Overview

In 'Running the Room' (2020), Tom Bennett states that creating a culture, although incredibly time consuming, is 'by far the most effective and enduring of all behaviour strategies'. It relies on persuading children to value good behaviour as you define it. This means that expectations must be made explicit, children need to know **why** it's necessary to meet the expectations (WIIFM) and most importantly, they must be taught **how** to meet the expectations. We can't assume that children value the same behaviour that we do, that they know what they should be doing and that they know how to behave in the way that we want.

Tom Bennett states the following:

1. Children must be taught how to behave.
2. Teach, don't tell, behaviour.
3. Make it easy to behave and hard not to – expectations must be made explicit.
4. No one behaviour strategy works with all pupils.
5. Good relationships are built out of structures and high expectations.
6. Consistency is the foundation of all good habits.

We believe that:

- Behaviour can change.
- Our children want to behave well.
- Every child can be successful in our school.
- Once is a mistake; more than once becomes a habit.
- As adults, it is our role to create an agreed use of language around behaviour.
- Visible consistencies are powerful and should be at the heart of all interactions.
- Consistent reinforcement and recognition of good behaviour increases self-esteem.
- Targeted praise is more likely to change behaviour than a blame and punishment culture.
- Behaviour is a means of communication: puzzling and/or dysregulated behaviours happen for a reason and may be the only way a pupil can communicate at that moment in time.
- There may well be a reason for the behaviour but there is no excuse for unacceptable behaviour.

These beliefs and, most importantly, the understanding that children must be taught how to behave, form the basis of our Behaviour Policy.

We teach good behaviour through the implementation of our **our rules READY.RESPECTFUL and SAFE** which is based upon these principles. At CPP we use How to Guides to explicitly teach children what appropriate behaviour looks like. This is reinforced using the Walkthru 'Rehearse Routine'.



Leaders communicate, demonstrate and refer to the vision and values constantly



Behaviour | Core Principles

What are the underlying values of this strategy?


Vision

Promoting values of being **READY, RESPECTFUL**, and **SAFE** is essential in fostering **successful learners, confident individuals, and responsible citizens.**

By instilling these principles in our children, we create an environment where they can achieve their potential and grow into capable individuals who contribute positively to society.

Culture

At our school, "**Ready, Respectful, Safe**" is the foundation of our culture as it encapsulates the values, we believe are essential for both personal and academic success. We encourage children to be **READY** to learn, fostering a mindset of preparedness and enthusiasm. Being **RESPECTFUL** ensures that our community is one of kindness, inclusion, and mutual understanding, where every individual is valued. Finally, ensuring children feel and act **SAFE** creating a secure and supportive environment where they can confidently take risks, learn, and grow. Together, these principles create a positive and nurturing atmosphere for all.

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Culture of High Expectations

How do the underlying culture of this strategy support the school's vision?

Consistent, Explicit, High Expectations

As part of our behaviour culture, we believe that:

|if children don't know how to read and write, we teach them. If children don't know how to manage their behaviour, we teach them. These are our 'How to guides'

Behaviour is a form of communication

Every action has a consequence

At Chaddesden Park Primary School, Restorative Practice is part of everything we do.


Restorative Practice is a set of principles and practices that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

The aim of Restorative Practice is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices are a philosophy and ought to guide the way we act in all our dealings.

It is about a fair process, allowing everyone the opportunity to freely express their emotions; always using fair processes and encouraging wrongdoers to take responsibility for harming others.

We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach, and all the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life.

One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us.


 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Culture of High Support

How do the underlying culture of this strategy support the school's vision?

What mechanisms does the school employ to support pupils meet the high expectations?

 Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Relationships

How do staff form appropriate relationships with all pupils?


At Chaddesden Park Primary School our Core behaviour and relationship walkthrus are;

- **Signal Pause Insist** - where a pre agreed signal is made resulting in the children showing that they are READY
- **Positive Framing** - where children showing our GREEN behaviours are consistently rewarded and recognized
- **Establish your Expectations** - where clear 'How to guides ...', behaviours and consequences are clearly communicated.

Our children feel valued at Chaddesden Park Primary School.

- ALL children are greeted every morning at the school gate and classroom door by staff.
- ALL adults endeavor to learn the names of all our learners
- ALL adults endeavor to KNOW the children and their individual needs
- NO adult will walk past a child without greeting them or engaging them in conversation
- ALL adults are committed to safeguarding

These form elements of our 'How to guides ...'.

 Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



Behaviour | Rules and Routines

How are rules and routines established with all learners?

At CPP, our rules and routines are communicated and established through our choice and consequence posters, whole school assemblies and teaching our social norms.

Our 3 School Rules
At Chaddesden Park Primary, if children follow our 3 school rules, they will earn Dojo points.

Ready	Be on time	Wear the correct uniform	Have all my equipment	Eyes on the learning	Listen to instructions	Complete work
Respectful	Be polite	Kind words	Use your manners	Take turns to speak	Look after your equipment	Sharing
Safe	Kind feet	Kind hands	Walk around calmly	6 6 legs on the floor	Ipad flat on the table	Tell an adult where you are

Consequences
At Chaddesden Park Primary, we have high expectations. These are behaviours we do not expect to see.

Talking when it is not your turn	Walking around the classroom	Friendship arguments	Distracting others	Rocking back on your seat	Undue noises
Shouting out	Following the teacher	Fiddling with equipment	Running around school	Undue physical contact	Littering
Telling lies	Stealing	Disrespect to others	Refusing to follow instructions	Destroying work	Destroying equipment
Threatening behaviour	Swearing	Absconding	Racism	Unkind hands	Unkind feet

How to Guides

'The standard you walk past, is the standard you expect'

'How to guides' detail the expected standards of behaviour and response for both adults and children, explaining what is expected at CPP as socially 'normal'. From saying a friendly "Good morning" greeting, to how we cross the lane, to how we show we are READY for school, our 'How to guides' outline taught behaviours in our school.

Pupils have a good understanding of rules, routines and consequence systems



Behaviour | Rewards

How are learners who maintain high expectations rewarded?

Praise and rewards


The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- Behaviour that is being rewarded is defined by narrating what the child has done well: 'Well done, I liked how kind you were being by sharing your resources,'.
- Praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.

At CPP we encourage a whole school ethos of encouragement, where staff praise pupils and children praise each other

For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

 Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



Behaviour | Teaching Behaviour

How are learning behaviour made explicit and taught?

Our 3 School Rules
At Chaddesden Park Primary, if children follow our 3 school rules, they will earn Dojo points.

Ready	Be on time	Wear the correct uniform	Have all my equipment	Eyes on the learning	Listen to instructions	Complete work
Respectful	Be polite	Kind words	THANK YOU Use your manners	Take turns to speak	Look after your equipment	Sharing
Safe	Kind feet	Kind hands	Walk around calmly	6 6 legs on the floor	Ipad flat on the table	Tell an adult where you are



Consequences

At Chaddesden Park Primary, we have high expectations. These are behaviours we do not expect to see.

Talking when it is not your turn	Walking around the classroom	Friendship arguments	Distracting others	Rocking back on your seat	Undue noises
Shouting out	Following the teacher	Fiddling with equipment	Running around school	Undue physical contact	Littering
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Threatening behaviour	Swearing	Absconding	Racism	Unkind hands	Unkind feet

●●●● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour



Behaviour | Rewards

How are learners who maintain high expectations rewarded?

Rewards for good behaviour will include,

STAR 5

Children can move up 5 Stars and earn the right to put their name on the stars for behaviour which reflects the school rules- **READY RESPECTFUL SAFE** and going 'over and above' to follow the school rules. If children reach Star 5 they will be rewarded according to the system of rewards decided by the children at the start of the school year. Star 5 is a big achievement and should only be for those who display **over and above** excellent behaviour. This gives the class something to aspire to. Star 5 is reset each half term



DOJO points


Children who are seen to be working well, following good learning behaviour (e.g good listening, good collaboration, showing resilience or extra effort) and following our school rules of **READY. RESPECTFUL. SAFE.** can earn Dojo points towards House points. These will be announced weekly in assembly as winners for the trophy. Any member of staff can give out dojos. Class Dojo will be set out with the rules: **READY. RESPECTFUL. SAFE.** And dojos will be awarded for these behaviours. In addition there will be a 'Bonus dojo' which will be linked to our weekly How to Guide.

Celebration Assembly

A VIP is chosen weekly in each class and they will wear their lanyard with pride. The lanyard allows them to be at the front of the line all week and go first for lunch. At the end of the week the VIP is celebrated in assembly and their peers write on their certificate special comments. Secret Star of the Week – this is announced during assembly and is rewarded to children who have followed the school rules and have shone throughout the week.

Golden Ticket

These are given to KS2 children for following the rules and being trusted learners. They can use this ticket to access the Book Nook during ERIC time.

 Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



Behaviour | Praise and Reprimand

How are all staff supported in the principles of 'praise in public' and 'reprimand in private'?

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ESTABLISH YOUR EXPECTATIONS

TEACHING WALKTHRU

ESTABLISH YOUR EXPECTATIONS 1-2-3-4-5

DECIDE YOUR EXPECTATIONS

COMMUNICATE YOUR EXPECTATIONS

REINFORCE YOUR EXPECTATIONS

REDIRECT, CORRECT OR CHALLENGE

SUSTAIN YOUR EXPECTATIONS

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SIGNAL, PAUSE, INSIST

TEACHING WALKTHRU

SIGNAL, PAUSE, INSIST 1-2-3-4-5

CHOOSE A SIGNAL

REHEARSE THE SIGNAL

GIVE THE SIGNAL

PAUSE

INSIST

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REHEARSE ROUTINES

TEACHING WALKTHRU

REHEARSE ROUTINES 1-2-3-4-5

DESIGN YOUR ROUTINES

WALK THROUGH EACH ROUTINE

TEACH THE SIGNALS

MAKE ROUTINES ROUTINE

REFRESH OR REBOOT

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POSITIVE FRAMING

TEACHING WALKTHRU

POSITIVE FRAMING 1-2-3-4-5

ESTABLISH YOUR EXPECTATIONS

AFFIRM POSITIVE RESPONSES FIRST

FRAME CORRECTION AS POSITIVE REINFORCEMENT

GIVE THE BENEFIT OF THE DOUBT

ASSUME CONFUSION OVER DEFIANCE

Leaders model the effective use of public praise and private reinforcement for staff and pupils



Behaviour | Responsibilities

How are staff at all levels responsible for behaviour?



PUPILS

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Working hard to improve their behaviour where needed.



STAFF

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, distributing consequences pupils who display poor levels of behaviour.
- This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.



HEADTEACHER

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.







PARENTS





- The behaviour of their child(ren) inside and outside of school.
- Supporting the school to manage the behaviour of their child (ren).
- Encouraging their child (ren) to behave well at school.



SCHOOL

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

    Staff are held accountable for their part in the maintenance of the school's systems and processes

    Designated leaders and managers have clearly assigned responsibilities for maintaining an effective behaviour culture



Behaviour | Leader Specific Role

How do leaders remain visible in the implementation of this strategy?

The Headteacher is always available to support behaviour, both positive and negative. In the absence of the Headteacher, the Inclusion Mentor will support as will members of the Senior Leadership Team.



Consequences

At Chaddesden Park Primary, we have high expectations.

These are behaviours we do not expect to see.

Talking when it is not your turn	Walking around the classroom	Friendship arguments	Distracting others	Rocking back on your seat	Undue noises
Shouting out	Following the teacher	Fiddling with equipment	Running around school	Undue physical contact	Littering
Telling lies	Stealing	Disrespect to others	Refusing to follow instructions	Destroying work	Destroying equipment
Threatening behaviour	Swearing	Absconding	Racism	Unkind hands	Unkind feet

Teaching moment
Verbal warning

Logged on cpoms
Inclusion mentor to
followed up

Logged on CPOMS
Headteacher to
follow up








● ● ● ● Leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate




Behaviour | Leader Specific Role

How do leaders remain visible in the implementation of this strategy?

The Headteacher is always available to support behaviour, both positive and negative. In the absence of the Headteacher, the Inclusion Mentor will support as will members of the Senior Leadership Team.

	Non verbal contact
	Private reminder
	Verbal warning
	5 minutes from lunch
	Time in another class
	Inclusion mentor
	SLT

 Leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate



Behaviour | Leader Specific Role

How do leaders remain visible in the implementation of this strategy?

We believe it is important for all members of the school community, in particular those of the leadership team, to be visible in order to successfully implement a lasting and impactful behaviour and relationships strategy.

Leaders ensure that they are visible to members of the school community by:


Welcoming children and families to the school on the school gates in the mornings

Being present in communal areas such as corridors, classrooms and the school hall at key moments in the day (transition time, break time and lunch time)

Engaging in conversations with pupils and their families, offering praise and feedback where appropriate

Actively participating in school events, modelling positive behaviour and narration of expectations e.g. “That was a very kind thing to do,” and “What lovely manners – thank you for following our rule of RESPECTFUL.”

By adhering to being visible, and by addressing concerns promptly, leaders demonstrate their commitment to a positive school culture. This visibility and engagement helps build relationships, reinforces expectations and inspires accountability among children and staff alike.

 Leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate



Behaviour | Dealing with Incidents

What support is available for staff where pupils are struggling to meet expectations?

The Headteacher is always available to support behaviour, both positive and negative. A systematic approach is taken to adults dealing with behaviour. Initially it will be dealt with by the adult who saw or who the behaviour was reported to. The it will follow the following system:


- Classteacher
- Inclusion Mentor
- Senior Leadership Team
- Headteacher

Behaviour is tracked and half termly Behaviour Reports produced to monitor repeated incidents, patterns or perpetrators. Support and actions are put in place following each incident and following the Behaviour Report.

If a member of staff requires support in managing behaviour the SLT/Headteacher is always available to discuss through a coaching or instructional coaching style.

If a pattern of behaviour is noted by any staff member an Individual Behaviour Plan (IBP) will be drafted for the child. The Inclusion Team will be available to support the teacher in this if required.

ADD SAFEGUARDING POSTER






 Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Conversations and Consequences

How do consequences support the implementation of the school's behaviour culture?


Social Norms

				
Not wearing or losing badge	Littering	Running in corridors	Rocking back on chair	Friendship Arguments

Warning

				
Not Listening	Talking Over Others	Undue Noises	Distracting others	Swearing

Consequence – 5 mins

					
Refusing to follow instructions	Stealing	Unkind hands	Unkind feet	Disrespect to others	Not completing learning

Red Behaviours – 10 mins

				
Destroying work	Destroying learning environment	Absconding	Destruction of Property	Swearing at others

●●●● Consequences are explicit and reinforce school values, rules and routines



Behaviour | Conversations and Consequences

How do consequences support the implementation of the school's behaviour culture?

At CPP, we recognise that everyone makes mistakes. The school operates on a consequences ladder with tiered sanctions (see 'Consequences' page). This outlines the sanction that the child will be given, as well as which adults will be involved in responding to the child's misbehaviour.




All behavioural incidents must be recorded. The school uses CPOMs to track and log incidents. The use of CPOMs allows school leaders to analyse the data, and target support in a timely manner.

CPP use two categories to log behavioural incidents: Behaviour and Child on Child Abuse. The school uses the acronym 'STAR' to log all incidents: **S**ituation, **T**rigger, **A**ction and **R**esolution.



Individual Pupil Reports are able to be created through the use of CPOMs. The Headteacher conducts a Behavioural Audit for all behavioural incidents each half-term; this is reported to the school leadership team, all staff and the School Champions Board.

 Consequences are explicit and reinforce school values, rules and routines



Behaviour | Consequence Escalation

How are consequences escalated when expectations are not met?

Level	Support	Who			
Level 1	<p>Restorative Conversation</p> <p>The school has needed to provide challenge and support for an individual's behaviour.</p>	Class Teacher			
Level 2	<p>Multiple Restorative Conversations</p> <p>The school has needed to provide challenge and support for an individual's behaviour on multiple occasions.</p>	Class Teacher			
Level 3	<p>Parent Phone Call</p> <p>The school has needed to inform parents of repeated incidents of poor behaviour.</p>	Class Teacher			
Level 4	<p>Formal Parent Meeting</p> <p>The school requires further assistance with parents. An informal action plan is put into place relating to the school's behaviour policy and three school rules.</p>	Class Teacher			
Level 5	<p>Daily Parental Communication</p> <p>Parents are provided with a daily message summarising the pupil's behaviour: this can be through the use of Home-School Books, SeeSaw or in-person conversations at the end of the school day.</p>	Class Teacher			
Level 6	<p>Behaviour Intervention</p> <p>The pupil is supported by referral to Behaviour Support Services where strategies to support the pupil are offered. The pupil is supported by the school SENCO.</p>	Class Teacher SENCO			
Level 7	<p>Individual Behaviour Plan</p> <p>An individual behaviour plan is put into place to monitor and support behaviour with research-led strategies. The Individual Behaviour Plan is shared with parents.</p>	Class Teacher SENCO Headteacher			
Level 8	<table border="1"> <tr> <td> <p>External Agency Referrals:</p> <ul style="list-style-type: none"> • SENCO • CAMHS • Educational Psychologist • Early Help </td> <td> <p>Fixed Term Suspension</p> </td> <td> <p>Alternative Options:</p> <ul style="list-style-type: none"> • Part Time Timetable • Managed Move </td> </tr> </table>	<p>External Agency Referrals:</p> <ul style="list-style-type: none"> • SENCO • CAMHS • Educational Psychologist • Early Help 	<p>Fixed Term Suspension</p>	<p>Alternative Options:</p> <ul style="list-style-type: none"> • Part Time Timetable • Managed Move 	Class Teacher SENCO Headteacher
<p>External Agency Referrals:</p> <ul style="list-style-type: none"> • SENCO • CAMHS • Educational Psychologist • Early Help 	<p>Fixed Term Suspension</p>	<p>Alternative Options:</p> <ul style="list-style-type: none"> • Part Time Timetable • Managed Move 			
Level 9	<p>Permanent Exclusion</p> <p>The pupil is not permitted to attend the school.</p>	Headteacher			

Consequences are proportionate and consistently applied when rules are followed or rejected by pupils



Behaviour | Reflection Time

How does the school manage 'reflection time' consequences?

At Chaddesden Park Primary School, Restorative practise is part of everything that we do.

Restorative practise is a set of principles and practises that encourage children and adults to take responsibility for their behaviour by thinking through the causes and consequences.

Children are always given the opportunity to put things right and to take steps in the right direction.

made silly noises	rude to teacher	rude to child	walked off	lost my work	me	a friend	a teacher	a TA	my mum	say sorry	write it down	talk with someone	no reward	no choosing
didn't listen	What happened?	broke something	my class	Who has been affected?	my dad	brother	draw	How do I put it right?	tidy up					
threw something		scribbled on work	group				make a plan		fix something					
got angry	stare at someone	made someone cry	pushed someone	hit someone	adult	someone else	someone else's family	my family	sister	make a change	say how I feel	truth	minutes	something else

angry	sad	worried	tidy up	escaped	sad	sorry	guilty	ashamed	scared	talk to a teacher	ask for time out	fiddle with something	talk to a TA	tell a friend
confused	How did you feel?	mad	angry	What are you thinking or feeling now?	nausea	talk to someone else	Next time I could..	walk away						
bored		out of control	okay		worried	drink water		take deep breathes						
scared	silly	fuzzy	not okay	anxious	something else	fuzzy	confused	happy	better	calm	ask for help	play with someone else	make a change	count to 10

● ● ● ● Detentions or in-school behaviour provision provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate




Behaviour | Parental Engagement


How is behaviour communicated with parent?

We believe that communication is key to a positive and harmonious relationship between home and school.

Behaviour, both positive and negative, is communicated to parents in a number of ways:

- Class Dojo – parents have oversight of dojos being given and removed throughout the school day
- ParentMail messages
- Open communication with staff either through telephone calls or at the end of the school day
- Invitations to ‘Team Around the Child’ meetings where school staff discuss strategies used to support individual pupils (school staff & parents)
- Behaviour Audits and Parent and Staff Surveys communicated to parents upon completion
- Any changes to Behaviour Policy and Strategy communicated to parents
- Individual Behaviour Plans and meetings with Behaviour Support Services as appropriate

 Parents/carers and staff hold mutual respect for each other and actively support the work of the school

 Staff communicate effectively with parents/carers regarding pupils' achievements, wellbeing and mis-behaviour in line with the school policy



Behaviour | Support for Individuals


How does the school support those identified in the data?

Behaviour incidents in school are tracked through CPOMS. Repeated incidents and patterns are tracked by the Inclusion Team. When auditing behaviour over a half term, immediately after an incident or when recognising a pattern, staff will endeavour to find the trigger for the behaviour and then a plan will be put in place to support the child.

Support could involve:

- Individual Behaviour Plan
- Risk Assessment
- Adaptation to Behaviour Policy
- Personalised rewards and sanctions
- Personalised work station
- Now and Next Boards
- Personalised Visual Timetables
- Movement/Sensory Breaks
- Use of our Sensory Rooms
- Fidgets

The support and adaptations offered to the child are monitored informally through the class teacher and Inclusion Mentor. Any incidents are logged on CPOMS and then analysed in full each half term, as we know that adjustments take time to take effect.

 Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them



Behaviour | Individual Behaviour Plans

How does the school implement individual behaviour plans?

Individual Behaviour Plan Autumn Term

Child's photo	Child's name			
	SEND AREA	DIAGNOSIS	SEND CODE	RISK ASSESSMENT
	Behaviour	N/A	N/A	N/A
PROACTIVE STRATEGIES				
	Visual timetable	Movement / noise breaks	Chair at side of carpet	Fiddle toys
				Wobble board
What does Child need to do?				
Safe				
BEHAVIOUR	WHAT BERTIE NEEDS TO DO	WHAT THE ADULTS NEED TO DO	ADDITIONAL PROVISION	EXPECTED OUTCOME
Trashing	- Sit on her chair for 5 minutes of learning time before going to choose	If calm: Praise Child for her efforts	Safe Space: Offer Child the space room	- Child will be safe
Hurling stuff	- Be kind to her friends and staff	Model good playing skills		
Hurling other children	- Use resources safely	Reward Child with stickers	Successful distraction strategies:	
Absoconding		If dysregulated: - Support her to leave the learning room - Ignore her initially	- Child likes a job/task to complete to help adults - Child likes the home corner, especially the toy babies	
Shouting to disrupt learning	<i>At our school, we need to make sure all the children are safe.</i> <i>We want all our children to have kind hands, kind words, kind feet.</i> <i>So that they can all learn</i>	- Allow access resources away - Offer her the space room When regulated: Support her to apologise and show kind hands What next: Encourage Child to choose an activity in provision		

Step 1
 - focus on safety
 - focus on well being for the child, the class and the adults

Individual Behaviour Plan Autumn Term

Be Ready				
BEHAVIOUR	WHAT CHIE NEEDS TO DO	WHAT THE ADULTS NEED TO DO	ADDITIONAL PROVISION	EXPECTED OUTCOME
Shouting to disrupt learning in the quiet room	Child needs to use her quiet voice when in the learning room. We don't expect Child to be quiet as she likes to babble, but it is expected she is respectful.	If calm: Praise Child, play partner with her and support her to build relationships with peers	Safe Space: Space room, library, gym	
Turning off the Interactive WB	Child should not touch the IWB	If dysregulated: Encourage her to rejoin learning, ignore her if she refuses. After this, follow safety plan.	Successful distraction strategies: - Jobs - praise - Distraction - Ignore	
Leaving the learning room	Child is expected to sit on her chair or wobble chair for five minutes of learning time before she leaves to choose in provision	When regulated: Encourage her to join in with the learning What next: Praise and reward her efforts with stickers		

Step 2
 - begin to focus on learning behaviours

Individual Behaviour Plan Autumn Term

Work Hard				
BEHAVIOUR	WHAT CHIE NEEDS TO DO	WHAT THE ADULTS NEED TO DO	ADDITIONAL PROVISION	EXPECTED OUTCOME

Step 3
 - focus behaviour towards promoting outcomes for the child and the class

●●●● Individually challenging learners have IBPs in place and strategies to support them



Behaviour | School Improvement Priority

How does behaviour remain a priority for school improvement?

Training and CPD

The school recognises that early intervention can prevent unacceptable behaviour. As such, members of staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

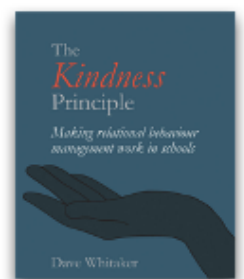
- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.

Regular on-going training will include:

- *One annual behaviour management 'top-up' course in a staff meeting at the start of the year.*
- *Continuous support to practice within the behaviour policy.*
- *Continuous three-week cycles of CPD Coaching including behaviour management.*

Further Reading

The school behaviour practices are based on current, up-to-date research and make references to a wide range of reading that is recommended to all staff:



The school will use effect strategies to support staff further including:

- Teacher Learning Communities
- Additional targeted coaching
- Staff meeting professional development time
- ECT time

●●●● Behaviour is a high-status topic and recognised as a constant focus of school improvement



Behaviour | Resources for Behaviour

What resources are dedicated to this strategy?

Human Resources

All Staff

All staff at Chaddesden Park Primary School have a role to play in supporting pupils with their behaviour through:

- Establishing and maintaining expectations
- Developing strong relationships
- Establishing predictable, consistent routines

School Leadership Team

The SLT at Chaddesden Park Primary School have a role to play in supporting pupils with their behaviour through:

- Supporting teachers to develop strong relationships, expectations and routines

Directly supporting pupils with complex behaviours that challenge

Learning Mentor/
Pastoral Support


The Inclusion Mentor supports pupils with their behaviour through:

- Direct 1:1 and group intervention
- In class support for pupils with complex SEMH needs

Financial Resources

Data System

Chaddesden Park Primary School invests in a data system that enables the efficient reporting and sharing behaviour of information

 Appropriate levels of resource (data systems, reward systems etc) are invested in creating and maintaining an effective behaviour culture




Behaviour | Mental Health and Wellbeing

How does this strategy support mental health and wellbeing?

At Chaddesden Park Primary School, we promote positive behaviour through mutual respect, aiming to create a supportive environment conducive to both learning and well-being. We ensure a consistent approach to behaviour management, ensuring that all staff uphold principles that encourage mutual respect and foster self-responsibility among pupils. This approach includes offering choices to children, helping them feel in control of their actions, and promoting a positive classroom tone with clear expectations.

Through weekly Tribe Time sessions and whole school Assemblies CPP tackle Mental Health and well being issues as well as how to manage their emotions effectively. This is further supported by our PSHE scheme Jigsaw.

For staff, Chaddesden Park Primary School promotes well-being by ensuring manageable workloads and providing support systems. Staff members have expressed pride in their contributions to the school's improvement and value the efforts made to promote their well-being.

 Strategies to identify and support wellbeing and mental health issues are included in the school's behaviour policy



Behaviour | External Agencies

How and when does the school collaborate with external agencies to support pupil behaviour?

Behaviour outreach support

Behaviour support is available to the school through the SSEND programme and the school's ISAT teacher

Trust networks

The learners trust supports behaviour through termly networking opportunities

Nurture trust network


The learners trust supports the school's nurture provision through termly networking opportunities

Nurture local authority network

The local authority supports the school's nurture provision through termly networking opportunities

Educational Psychologist

The school is able to gain further SEND and behaviour support through working with the SENDCO and educational psychologists.

 The school engages with external agencies to support good behaviour including the development of risk assessments where appropriate



Behaviour | Behaviour Data

How is the behaviour data used?

Behaviour data is reported using CPOMS. Staff use the STAR acronym to report any incidents of behaviour as this allows staff to look deeper into the behaviour:

S Situation: What happened? Where did it happen? When did it happen? Why did it happen?

T Trigger: What caused the incident? Was anyone else involved? Was the child provoked? Who provided an account of what happened?


A Action: What action did you take? Was there a verbal warning? Has the child's name been put on the consequence ladder?

R Resolution: What is the outcome? Did the child apologise? Have parents been informed? Has the victim and the perpetrator been involved in Restorative Justice?

Half termly Behaviour Reports are completed by the Inclusion Mentor and analysed by the Senior Leadership Team. This allows all staff to have an overview of behaviour in school, cross referenced through learning walks and staff surveys, also shared through pupil voice.

Behaviour themes and trends are tracked by leaders with appropriate staff continued professional development, changes to policy, changes to procedures implemented and or support actioned for individuals.

ADD HALF TERMLY BEHAVIOUR REPORT IMAGE

 Leaders and managers monitor and analyse behaviour data and take swift, reasonable action to address issues



Behaviour | Behaviour Data

How is the behaviour data used?


At CPP, we take a proactive approach to monitoring and managing behaviour across the school. Every half-term, we conduct a thorough audit of behaviour, examining both trends and patterns across year groups. This involves reviewing the types of incidents that have occurred and the number of children involved in these behaviours.

By gathering and analysing this data, we can identify key areas where support and intervention may be needed. This detailed examination allows us to make informed decisions about how to address behaviour effectively across the school.

In addition to the general audit, we take special care to filter the data to understand the proportion of incidents involving children with Special Educational Needs and Disabilities (SEND).

By isolating this subset of data, we can evaluate whether there are specific challenges faced by these students in relation to behaviour. This enables us to ensure that any interventions or support mechanisms are appropriately tailored to meet the needs of these children. We then track whether the number of incidents for SEND children is increasing or decreasing, helping to measure the success of our strategies and adjustments over time.

To further enhance our support, we continue to refine the data by examining the specifics of each incident. This includes identifying what support has been offered to children involved in behavioural incidents and when these incidents typically occur. By analysing these factors, we can uncover potential patterns, such as certain times of day or school events that may trigger behavioural issues. This allows us to offer more targeted and timely interventions, ensuring that we continue to create a positive learning environment for all students.

 Leaders and managers monitor and analyse behaviour data and take swift, reasonable action to address issues




Behaviour | Culture Monitoring

How is the behaviour culture of the school monitored?

Behaviour Culture is tracked not only through the half termly behavior Reports but also through Pupil, Parent and Staff questionnaires three times a year. This is in addition to the weekly Briefing where Behaviour is discussed and through pupil/staff voice and learning walks.

Following on from the above, appropriate support is put in place for both pupils and staff.

 Leaders have an accurate view of behaviour culture which is informed by a robust data set



Behaviour | Exclusion

How and when does the school use exclusion to support learners?

Chaddesden Park Primary School has a duty of care for both pupils and staff and both have the right to be in safe and secure environment. CPP will only suspend or exclude as a final option when the safety of staff or pupils is compromised.

If behaviour is severely impacting other pupils education, the school will also protect their pupils right to education by suspending those who are repeatedly obstructing this basic human right.

Following on from a suspension, a meeting will be held with the Inclusion Team within school and appropriate plans and reasonable adjustments will be out in place. This may involve but is not exclusive too, an Individual Behaviour Plan, Risk Assessment and/or adaptations to provision.

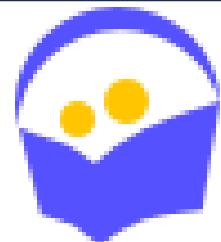
Please see the LEARNERS' Trust' suspension and exclusion policy.


LEARNERS' Trust – Suspension and Exclusion Policy

For legal duties, process and model letters and agendas, please see the full

LEARNERS' Trust – Suspension and Exclusion Policy

[HERE](#)



 School use of suspension, including the reasons, patterns and rates of suspension, is robust



Behaviour | Reintegration

How are pupils reintegrated following an exclusion?

Following on from a suspension, a meeting will be held with the Inclusion Team within school and appropriate plans and reasonable adjustments will be out in place. This may involve but is not exclusive too, an Individual Behaviour Plan, Risk Assessment and/or adaptations to provision.

A Reintegration meeting will take place with the Headteacher, child and parent following any period of suspension. This will take place before the child can return to school. During this meeting the incident is discussed, restorative conversations occur, adaptations to provision are made clear and the school rules are reiterated.


The school will reestablish the expectations for the child's behaviour with the parents support.

Suspension Reintegration Meeting	
NAME:	
DATE:	
REASON FOR EXCLUSION:	LENGTH OF EXCLUSION:
SCHOOL AGREES TO:	
CHILD AGREES TO:	
PARENT/CARERS AGREES TO:	

Headteacher

Child

Parent

 School's work to follow up and support fixed-term suspended pupils is effective



Behaviour | Managed Moves

When and how would the school use a managed move to support a learner?

Managed Moves will be considered if both parents and school feel that a 'break' from the school would further improve the child's behaviour.

Managed Moves are mutually agreed between school, parents and the school where the child will be moving to.

In Year fair Access


Further guidance about managed moves and off-site direction can be found [HERE](#)



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

 If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school.



Behaviour | Anti-Bullying

How does the school's approach to preventing bullying?

Somercotes Infants School

SAFE list

It is important to keep everyone safe.



- Nobody should be hurt
- Nobody should be left on their own for a long time
- Nobody should be hungry for a long time
- Nobody should be bullied
- Nobody should be made to feel bad
- Nobody has broken the pants rule
- Nobody should be made to feel scared
- Nobody should see other people get hurt

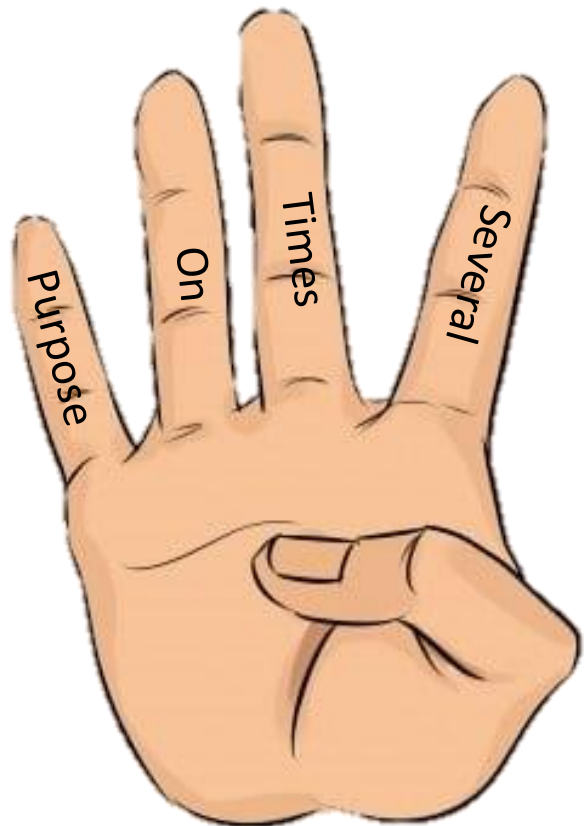
If I had not been kept safe I might...

- Not care about school
- Feel scared or lonely
- Feel angry a lot and want to hurt people
- Not want to try or just give up
- Worry a lot about my family

It is our job to keep you safe.

If I do not feel safe I must tell a safe adult

STOP BULLYING



STOP bullying is an aspect of being safe in school. At CPP we simplify this message to our children and parents through our Safe list and sharing the sign of 4 fingers to demonstrate that bullying is not ok and that they are referring to hurting physically or emotionally several times on purpose.

●●●● Strategies to prevent all forms of bullying, are included in the school's behaviour policy




Behaviour | Dealing with Bullying

How does the school deal with incidents of bullying?

At Chaddesden Park Primary School, bullying is defined as hurting or making another person feel upset or intimidated several times on purpose.

Where patterns are seen in multiple incidents of targeted behaviour, school will take further action to ensure that all children are Safe. These could include, but are not exclusive to, losing breaktime privileges, moving space in class, alternative breaktimes away from peers and meetings with parents.

 Staff understand the school's definition of bullying, and implement measures to tackle bullying effectively if it becomes a problem




Behaviour | Racial and Derogatory Language

How does the school tackle incidents of racial or derogatory language?

Unkind language in any way is not tolerated under our Behaviour Policy.

Where patterns are seen in multiple incidents of targeted behaviour, school will take further action to ensure that all children are Safe. These could include, but are not exclusive to, losing breaktime privileges, moving space in class, alternative breaktimes away from peers and meetings with parents.

 Staff are quick to tackle the rare use of derogatory or aggressive language




Behaviour | Staff Workload

How is this strategy conscious of staff workload?

At Chaddesden Park Primary school, "behaviour rarely impacts lesson time" with staff and children reporting that "school is calm on a daily basis" and that both children and staff understand the behaviour policy.

100% of staff surveyed agree that "The time I spent dealing with behaviour is reasonable"

Clear routines, systems and processes are in place so that the right members of staff deal with behaviour at the right time so that it does not impact on their workload or their primary job of teaching. The Inclusion Mentor bridges the gap between the incident and classroom and is responsible for investigating, resolving and actioning any sanctions, rewards or reasonable adjustments. The Inclusion Mentor makes the decisions in conjunction with the class teacher and Senior Leadership Team.

 Staff workload is managed in order to allow the operation and implementation of systems



Behaviour | New Staff Induction

How are new staff inducted into this strategy?

ECTs

Behaviour is a key element of all ECT programmes. When joining Chaddesden Park Primary School all Early Career Teachers alongside our Induction package and sharing of the Behaviour Policy and Playbook, will have additional opportunities to observe experienced members of staff, speak with their mentors and access the Walkthrus continuous professional development opportunities.

New Staff Induction


Teachers alongside our Induction package and sharing of the Behaviour Policy and Playbook, will have additional opportunities to observe experienced members of staff, speak with their mentors and access the Walkthrus continuous professional development opportunities.


Ongoing Support


All staff will have additional opportunities to observe experienced members of staff, speak with leaders and access the Walkthrus continuous professional development opportunities.

CPP's Coaching entitlement allows for every staff to be coached throughout the year. Each year our Coaching begins with Behaviour and using and applying our Core 4 Behaviour Walkthrus consistently.

Staff Meeting, Weekly Briefings and ad-hoc one to one check ins allow for professional discussion and support for all staff.

 New staff receive information on systems, rules and routines before taking up position

 New staff supported to successfully implement good behaviour culture by assigned mentors who are able to model best practice

 New staff are inducted into the behaviour culture of the school (and/or MAT) and arrive 'ready' to run their classroom/area and to engage in the whole-school approach



Behaviour | Whole Staff Training

How do all staff remain up to date with this strategy?

Staff Meeting Input

All staff have been part of the development of the Behaviour Policy and Playbook. This is regularly reviewed and adjustments made throughout the year.

Behaviour is an available agenda item in all staff meetings and weekly briefings. If any member of staff have a concern regarding a child's behaviour or wellbeing this should be logged on CPOMS.


Coaching

Coaching is an entitlement to all staff throughout the year, Behaviour is the primary focus at the start of the academic year.

INSET Input

INSET day inputs will be dependant on the needs of the school or staff based on evidence from the school's Behaviour Report/Audit

This may include but is not exclusive to Headteacher led training, school staff led training, updates to policy, staff working parties and external providers.

 All staff receive annual refresher training on the school's behaviour policy



Behaviour | Transition to the School

How are the expectations of this strategy shared with new pupils and families?

New Parent Meetings

All new families to school are invited to visit the school to look around, ask any questions that they may have and to meet the relevant staff.

Whether pupils are entering the school at Nursery or Reception or moving to the next Key Stage, parents will be invited into school for whole school meeting on 'Expectations' so that behaviour expectations can be explicitly shared with parents/carers. During this meeting parents/carers can ask questions. It is at this meeting we will share the Parent Friendly Behaviour Policy.


When children moved to secondary school, CPP uses the Derby City School Transition Portal. Relevant information is shared and then a meeting is arranged with the Y6 teacher and the child's new school to discuss in more detail. It is during this time where additional transition is planned.

New Staff Induction

See Slide 38

Ongoing Support

See Slide 39

 The school runs transition events where pupils and families hear the expectations and are walked through the routines



Behaviour | Pupil Induction

How are new pupils inducted into the behaviour culture of the school?

All pupils, all the time

Behaviour Teaching Focus – Expectations and Routines



Behaviour expectations are shared at the start of the year and then each term. A slide deck is provide for teachers to share with their class so that there is consistency in messaging.

At the start of each term the first Assembly focuses on the three rules: READY. RESPECTFUL. SAFE.

Throughout the year our 'How to guides' are filtered out to children as part of Assemblies or Tribe Time.




Pupils joining reception

A parent meeting is arranged to go through the expectations at CPP. In Reception there are posters that breakdown what each rule means. This are referred to constantly throughout the term.

Mid-year admissions

During the Induction Process with the Headteacher behaviour expectations will be covered and again when they join class. **They will be given a Child Friendly behaviour policy. In addition to this they will be assigned a Mentor/Buddy in school who will look after them and check in with them throughout their first term.**


 New pupils are inducted into the behaviour culture of the school and arrive 'ready' to contribute to the behaviour culture



Behaviour | Overall Impact

What has been the impact of this behaviour strategy?

Reporting Behaviour Data

 Summary Statement: Leaders and staff create a positive about school culture and practice in relation to pupils' behaviour, support for staff and other systems



Behaviour | Playbook – Explicit Routines

Listening


Playtimes and Lunchtimes

The Behaviour Playbook outlines the routines and systems in school that allow everyone in school to behaviour and respond consistently. At CPP these are known as ‘How to guides’ and filtered out to children through Assemblies and Tribe Time, mainly at the start of the year but also throughout the year.


The Playbook is essential so that every class within reason has the same routine. This ensures that children feel safe and so that adults moving from class to class act consistently.

An example is below:

	First	Next	Then	Finally
Pupils	Children to be ready to learn	Children to work hard	Children to follow the adult's instructions	Children to learn
Staff	Adults to build professional relationships with children	Adults to establish routines and expectations	Adults to demonstrate the school's teaching and learning policy	Adults to facilitate holistic child development

 Pupils respond quickly to instructions and requests from staff

 Pupils conduct themselves well at breaktimes and lunchtimes

 Pupils have a good understanding of rules, routines and consequence systems