



Whole School Behaviour Policy

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Approved by		Date	
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1. INTRODUCTION

This is an umbrella policy which covers the specifics of behaviour. Other policies such as Anti Bullying, E-safety and Safeguarding/Child Protection should also be viewed.

All the teaching and non-teaching staff, pupils, governors and parents are encouraged to work together to implement this policy with full attention given to our legal duties under The Equalities Act 2010 in respect of safeguarding and in respect of pupils with special educational needs. There may be occasions when this policy needs to be adapted for individual pupils with specific difficulties who may require specialist support.

We believe that discipline and good behaviour should develop from within the child through independence, the development of self-esteem and through a consideration for others, within a framework of clearly defined and consistent boundaries. These have to be explained to the children and acted on by the adults as role models. We seek to encourage a positive atmosphere in the school where appropriate behaviour is encouraged, noticed and praised.

We encourage the children to:

1. Care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take responsibility for their actions and to take pride in their own achievements.
2. Value others, their similarities and differences, to empathise with and respect their feelings, to care for and cooperate with others and to enjoy and respect their achievements.
3. 'Tell the teacher' if anyone is upsetting them or anyone else.
4. Develop a feeling of responsibility by learning to care for our school environment and to develop an understanding of, and a concern for, the wider environment and the natural world.

We achieve this by the staff and any other adults setting positive examples of behaviour, and by taking the responsibility for the children's behaviour throughout the school. We aim to encourage positive relationships between adults and children and between children within their peer groups and with others of all ages. They are encouraged to be courteous, considerate and confident in expressing their feelings and opinions in constructive and positive ways. They are encouraged to listen and respond appropriately to adults and to each other, to take turns and follow instructions.

Staff, pupils & governors were consulted about the School Rules which apply all around the school:

- Respect the school and everybody in it
- Always keep yourself and others safe
- Make mindful and sensible choices
- Always try your best and be proud
- Always tell the truth

2. ANTI-BULLYING

At Chestnut Lane School, we believe that it is the basic entitlement of all children to receive their education free from all forms of humiliation, oppression, physical and mental abuse. We believe that any kind of bullying* is very damaging to the victim, the bully and the atmosphere of the school. Any reports of bullying are taken seriously and recorded. These reports will always be followed up. We aim to ensure that the incident is not repeated, any victims are given support and that the bully is made aware that their behaviour is unacceptable and that there are other ways to satisfy their needs by working with others and not by confrontation and aggression. Parents will be kept informed, strategies drawn up and if necessary external agencies will be involved.

Where appropriate staff will also respond to bullying that happens outside of the school premises.

Bullying is behaviour by a person or group, repeated over time, that intentionally hurts another person or group either physically or emotionally. Bullying usually happens when the relationship is imbalanced. It could be prejudice-based or discriminatory.

Strategy – ‘tell the teacher’ and if the first teacher can’t listen then tell another teacher. Always tell your class teacher too.

Chestnut Lane School has an Anti-Bullying policy which is publicly available to view on our website.

3. THE WHOLE SCHOOL

The school’s aim is to create a positive learning situation for every child. The school’s policy is to draw attention to and give specific praise for positive and appropriate behaviour. It is also the school's policy that if unacceptable behaviour persists ‘reward/golden time’ will be taken away.

All staff achieve a positive learning situation by:

1. Careful consideration of how the school and classroom environment can support all pupils to achieve and thrive.
2. Creating a well organised curriculum which caters for the children’s needs - this involves planned time to discuss aspects of behaviour with the whole class as part of PSHE and wellbeing sessions. A range of materials and resources are used to develop strategies, such as the Zones of Regulation.
3. Development of secure working staff-pupil relationships and trust, including use of adult attention - appropriate behaviour is defined as positive statements, e.g. ‘you are sitting nicely’ to a child, rather than saying ‘sit properly’ to a child who is not. Praise is made specific, e.g. ‘well done for showing great listening.’
4. The use of the Well Done Book in assemblies, stickers and praise.
5. Sharing best practice for whole-class behaviour management, and for managing communal spaces.

4. IN THE CLASSROOM

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of the teacher and other adults in the classroom influences the behaviour of the children. We aim to be fair and consistent in our reactions and expectations and lots of praise and encouragement is given for appropriate behaviour. The children have discussion time to share their views and give their opinions on how they should behave in class and class rules/rights and responsibilities are formulated by the children.

The children are encouraged to:

1. Organise their own work space, to care for and return equipment and use it safely.
2. Join in discussions at the appropriate time and not to distract others.
3. Concentrate, put care and thought into all activities and this is reflected in the quality of their work. They are given the opportunity to work on their own and cooperatively and encouraged to make positive decisions.
4. If necessary, take time, space and use strategies to calm down before their behaviour escalates.

Attractive displays of children’s learning create a welcoming and positive atmosphere and gives them a sense of ownership. This demonstrates that their contributions are valued and enjoyed, and that the school environment is cared for and appreciated.

To help maintain standards, staff may use praise and rewards. The child may be sent to another teacher, or the Headteacher, for praise and receive a special sticker. Class teachers also operate their own reward systems in their classes. Every class has a behaviour chart where children individually gain praise to earn rewards (e.g. stickers), or have a visual signal when a warning has been given about their behaviour.

In Key Stage 1, children earn 'golden time' once a week. The class are rewarded for their positive behaviour choices by having a special treat e.g. cookery, or extra playtime, or choosing time. This is often suggested by the children and voted on by the whole class. If any pupil persistently fails to follow the school rules, despite receiving warnings, they miss a short amount of 'golden time' e.g. five minutes.

In Early Years, the use of stickers is used to visually demonstrate praise and good behaviour choices. If any Early Years pupil persistently fails to follow the school rules, despite receiving warnings, they will receive 'time out' for a short amount of time in order to reflect. Strategies such as the calm tent, the stomping mat and Zones of Regulation are used to help support the child to self-regulate their emotions and behaviour, and to understand how to manage a situation positively.

5. IN THE SCHOOL

Our children are encouraged to feel ownership and responsibility for the school as a whole. They participate in school events, take responsibility for school areas and see their learning displayed throughout the school.

In all areas of our school the children are encouraged to behave in a positive and appropriate manner. This means walking calmly around so not to disturb and distract others and be aware of personal safety. They are reminded to show courtesy and respect at all times to adults, school visitors and each other when moving around the school. They are encouraged to leave areas tidy and in a suitable condition for others to use.

At assembly time our children are encouraged to enter and leave the hall in a quiet, calm manner and to listen carefully and respond appropriately. At lunchtime the children are again encouraged to enter and leave the dining room calmly, and to use indoor voices and remain seated while eating.

6. IN THE PLAYGROUND

A wider range of behaviour is accepted as our children need to run, shout and behave in a way not necessarily appropriate in the classroom. They are, however, encouraged to continue to show self-discipline, be courteous and consider personal safety and the feelings of others. Positive behaviour is recognised and rewarded through issuing stickers.

It is the responsibility of the staff on duty to supervise and monitor behaviour, and during the lunchtime play this is the midday supervisors. Any problems are dealt with as they occur and the class teacher, and/or Headteacher, is informed if any behaviour is causing concern. Where possible, staff facilitate interactions between children to encourage them to resolve any conflict positively. This is done by listening and responding to one another to come to a mutual understanding.

7. SANCTIONS

If there is a problem there are sanctions in place, but this is dependent on the level of severity. For example, in the playground, for a minor incident the child may be asked to walk around with the teacher for five minutes, or to sit on the time out bench for a similar length of time. An unkind act will result in the member of staff talking to the child and the child apologising to the victim.

If the incident is more serious then they will be sent to the Headteacher. The parents will be informed by the class teacher, and an opportunity to discuss it with the Headteacher is available. These incidents will be recorded and monitored internally.

Children may be given the sanction of missing a playtime and be supervised by the Headteacher. However, 'detention' is not used at Chestnut Lane as it is not appropriate for children of this age group.

Sometimes, however, a child finds it difficult to behave in a reasonable, acceptable manner. If this happens further sanctions are required and these are discussed by the whole staff. Behaviour support plans may be implemented. It is our aim to encourage the children to develop greater self-esteem and become more willing to conform to acceptable behaviour patterns. Parents are consulted and are aware of the targets set by the teacher. The involvement of an external agency such as the pupil referral unit (PRU) will be used when necessary. If behaviour still does not improve with sanctions then the formal procedure for internal, or external, exclusion may be started.

Further information on pupil behavioural support, such as interventions put in place, can be found in the SEND policy & School Provision Offer, or the Whole School Mental Health and Wellbeing policy, which are publicly available on our website.

8. EXCLUSION PROCEDURE

If a child's behaviour has not responded to the usual sanctions in school, the parents will be invited to discuss the situation and a multi-agency assessment may be requested. If the behaviour constitutes a threat to the safety of others, or if the behaviour is significantly disrupting the education of others, the child may be excluded.

If it is decided that a child should be excluded the school will follow the DfE guidance <https://www.gov.uk/government/publications/school-exclusion> (currently September 2022).

9. STAFF DEVELOPMENT AND SUPPORT

As stated above all staff are responsible for managing the behaviour of the children in our school. Training is provided to staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation. If any staff member requests further support or training in how to deal with challenging behaviour, then appropriate training is organised either in-house or from external providers.

Training in the use of managing hazardous behaviour – physical intervention (use of reasonable force) will be offered as a priority to any staff member who is responsible for a child who may need to be physically handled in order to keep the child, other children or themselves safe due to challenging behaviour.

10. USE OF RESTRICTIVE INTERVENTION

There is no requirement to have a standalone policy on the use of restrictive interventions, but it is good practice to set out, in this policy, the circumstances in which they might be used.

The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

All incidents involving the use of restrictive intervention will be evaluated as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan. Recording and analysing data on the use of restrictive interventions informs school improvement planning.

11. USE OF REASONABLE FORCE

We follow the DfE's guidance (currently April 2026) -

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or
5. otherwise

Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. It is illegal to use force on a pupil for the purpose of punishment.

The school maintains records of each significant incident in which a member of staff uses force on a pupil, as part of the school's duty under section 93A of the Education and Inspections Act 2006. Each significant use of force is reported to the parents of the pupil involved as soon as practicable after the incident.

See **Appendix A** for Chestnut Lane's record of physical intervention/use of force.

12. SECLUSION

We follow the DfE's guidance (currently April 2026) –

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion will not be implemented by staff through threat of punishment.

The school maintains records of each seclusion or restraint incident as part of the school's duty under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. A copy of

the written record of the seclusion or restraint incident will be supplied to parents as soon as practicable after the incident.

See **Appendix B** for Chestnut Lane's record of seclusion and non-force related restraint.

13. CONSIDERATION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

We will seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. Where appropriate, school staff will work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans.

14. MALICIOUS ALLEGATIONS

This is covered by the Anti-Harassment and Anti-Bullying at Work policy adopted from the local authority.

Pastoral support for staff is covered by the Health and Safety policy adopted from the local authority.

15. MONITORING

This policy is reviewed by staff and the Quality of Education committee of the Governing Body.

This policy upholds articles 12, 14, 23, 28 and 30 from the United Nations Convention on the Rights of the Child because children should have opinions and should be allowed to say what they think. It respects children's rights to practise a religion, ensures children with disabilities lead full and independent lives, promotes the right to a primary education, and believes children should learn and use the language and customs of their families.

Reference Documents:

- DfE advice for headteachers and school staff on Behaviour in Schools
- Governors' Statement of General Principles with Regard to Behaviour
- DfE guidance for schools in England on Restrictive interventions, including use of reasonable force, in schools

CONFIDENTIAL

Record of Physical Intervention / Use of Force – September 2026

Your report must be clear, specific and accurate. You will point out that force was reasonable/appropriate, proportionate and necessary to the threat you faced. Take time to compose yourself, make rough notes if you wish and **keep these**, attaching to this report.

Person Reporting – First name: Surname: Please tick one of the options below: ☐ Involved in intervention ☐ Witnessed intervention	Name of Child – First name: Surname: ☐ EHCP ☐ SEN Support ☐ PPG
Date of incident: Start Time: End Time:	Year Group: Child's Class:
Location of incident:	
Details of incident: ('You' must set the scene: potential triggers, who was involved, what threat was faced, de-escalation strategies used, type of reasonable force applied, degree of force)	
Full names of anyone else present:	
Child's point of view:	
Witnesses' point of view: (What would anyone walking by have seen?)	
Why force was necessary:	
Signed:	Date of report:
SLT/SENCo to complete Action to be taken: (Record of debriefing/Risk assessment or Behaviour support plan review)	
Signed Headteacher: Read by Deputy/SENCo:	Date: Date:

TED: Tell, Explain, Describe

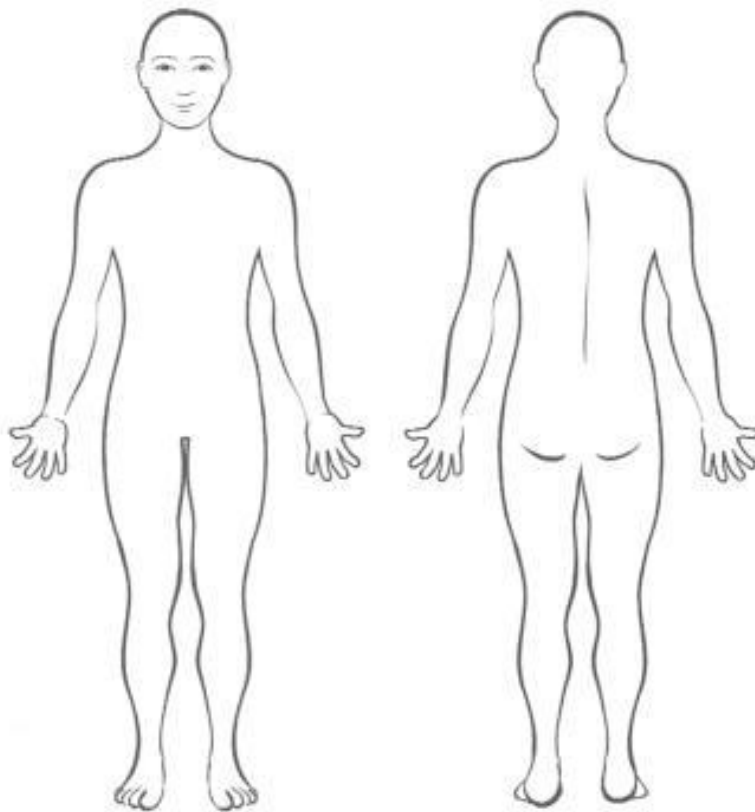
What happened? When? Where? Who? Does anyone else know? Was anyone else present?

Injuries sustained: (Annotate below)

Injured person's name:

Medical treatment for injuries:

Other adverse impact:



Additional information:

Signed by Parent:

Date notified:

TED: Tell, Explain, Describe

What happened? When? Where? Who? Does anyone else know? Was anyone else present?

CONFIDENTIAL

Record of Seclusion and non-force related restraint - September 2026

Your report must be clear, specific and accurate. You will point why the intervention was assessed as necessary to the threat you faced. Take time to compose yourself, make rough notes if you wish and **keep these**, attaching to this report.

Person Reporting – First name: Surname: Please tick one of the options below: ☐ Involved in intervention ☐ Witnessed intervention	Name of Child – First name: Surname: ☐ EHCP ☐ SEN Support ☐ PPG
Date of incident: Start Time: End Time:	Year Group: Child's Class:
Location of incident:	
Details of incident: ('You' must set the scene: potential triggers, who was involved, what threat was faced, de-escalation strategies used, type of restrictive intervention applied)	
Full names of anyone else present:	
Child's point of view:	
Witnesses' point of view: (What would anyone walking by have seen?)	
Why restrictive intervention was necessary:	
Signed:	Date of report:
SLT/SENCo to complete Action to be taken: (Record of debriefing/Risk assessment or Behaviour support plan review)	
Signed Headteacher: Read by Deputy/SENCo:	Date: Date:

TED: Tell, Explain, Describe

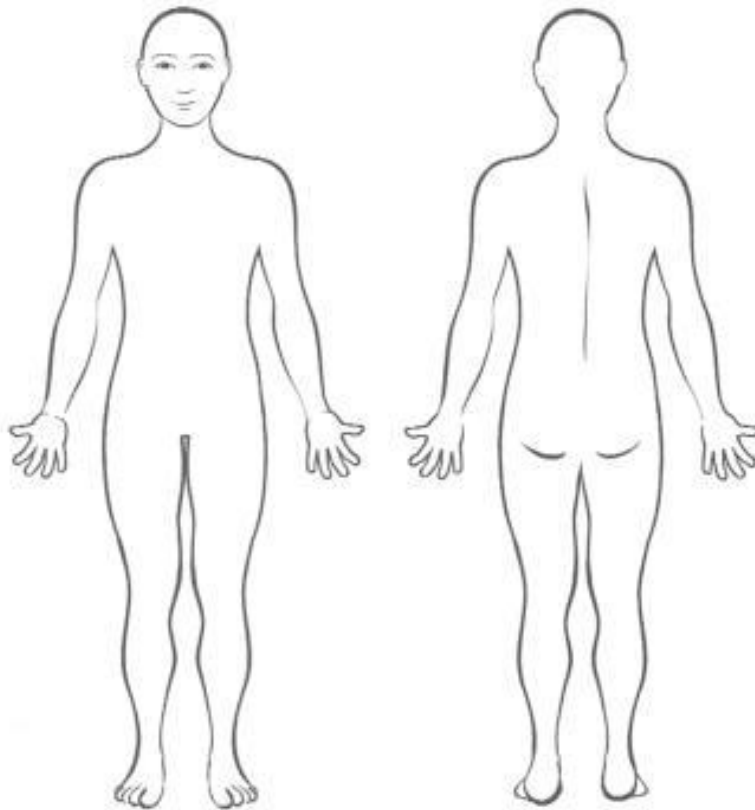
What happened? When? Where? Who? Does anyone else know? Was anyone else present?

Injuries sustained: (Annotate below)

Injured person's name:

Medical treatment for injuries:

Other adverse impact:



Additional information:

Signed by Parent:

Date notified:

TED: Tell, Explain, Describe

What happened? When? Where? Who? Does anyone else know? Was anyone else present?