



CHILTON FOLIAT PRIMARY SCHOOL



Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do.

We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community.

Behaviour Policy

Date Reviewed	June 2023
Review Period	Annually/ 2 Yearly /Readopted/Other
Review Body	Headteacher with staff colleagues and key personnel

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Key Personnel

Role	Name	Tel:	Email
Headteacher	Katie Turner	01488 682630	head@chiltonfoliat.wilts.sch.uk
Mental Health and Well Being Lead	Emma Pinnegar	01488 682630	epinnegar@chiltonfoliat.wilts.sch.uk
SENDCo	Maggie Ingham	01488 682630	senco@chiltonfoliat.wilts.sch.uk
SENDCo Governor Link	Fiona Cameron	01488 682630	fcameron@chiltonfoliat.wilts.sch.uk

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding and Child Protection Policy
- Model Staff Behaviour Policy
- Anti-bullying policy
- Health and Safety Policy
- SEND Policy

Aims and Values

It is a primary aim of our school that every member of the school community feels safe valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to provide 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.

We aim to be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.

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We support our children to develop their character as whole people and to take control of their contribution as global citizens, now and in the future. We do this by constantly promoting our three Christian core values, thankfulness, courage and love.

Our children are taught to be:

- **Ready**
- **Respectful**
- **Safe**

These characteristics underpin everything we do at Chilton Foliat and are code for high expectations for behaviour. We have a whole school agreed approach when everyone, children, staff, governors, and our families have a shared understanding of what is acceptable and unacceptable behaviour.

Unacceptable behaviours

At Chilton Foliat, we agree that the following behaviours are unacceptable

- Bullying
- Disrespectful attitude or language to staff or peers
- Disruptive behaviour which stops other children from learning
- Disrespecting equipment and other's work or property, including stealing
- Shouting and verbal and/or physical aggression including fighting
- Spitting
- Swearing
- Racism, sexism, homophobia, transphobia and any form of discrimination.

Our Rules

Ready: Body still. Eyes watching. Ears listening. Ready for Instruction.

Respectful: of each others space, sharing balance of listening and talking, kind words and kind hands, respecting resources, classroom respect, respect your learning, respect others opportunities to learn, respecting everybody.

Safe: decisions. Is this a safe choice? Physically and emotionally. Would that hurt you? Care for others, keep each other safe, have safe space to talk. Feeling safe when you talk, play and learn.

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Our Approach

All staff in our school commit to upholding the following standards:

- We agree that through well-structured teaching where lessons are creative, engaging and the learning is scaffolded, we can support our pupils to learn to manage their own behaviour and take responsibility for it
- We agree that restorative conversations will always be our first port of call when supporting children to improve their behaviour
- We agree that we will respond consistently to unacceptable behaviour, using the guidance in the policy. We will have the same high expectations of every child
- We agree every class will have a class charter showing the specifics linked to **Ready, Respectful** and **Safe**. The charter will be regularly spoken about and principles shared and understood
- We agree that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions
- We agree that it is essential that teachers and staff work hard to build their class community and that this is done through age-appropriate restorative conversation and relationship-forming
- We agree that **Ready, Respectful** and **Safe** should be reflected in all adult behaviours and is promoted through everything we do
- We agree that only 100% consistency from all staff will ensure this code of conduct is effective. We agree that adults must continually reflect the perspective, behaviours and attitudes from this policy to enforce this code of conduct.

Core Principles

Visible Consistency, Visible Kindness – Being “Bothered”

- Chilton Foliat aim for absolute consistency: this is how we do it here. This means for all adults and for all children. We strive in our hearts and minds for the foundation of excellent behaviour. There is no place for old habits, “this the way it has always been done”
- Consistency is helped by choosing just three rules; easily remembered so everyone uses them at the same time. Our approach to promoting excellent behaviour is based on tight agreements, simply framed and relentlessly pursued
- An emotionally led response to bad behaviour should always be resisted

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- Naming and faming, not naming and shaming must be a first approach
- Emotional currency needs to be earnt. Take an interest/listen to the children about their hobbies/events and acknowledging acts of kindness etc by the children who do so without fuss or showing off
- Notice when a child goes 'above and beyond' without showing off about it. Make a point of saying the child's name and what they have done to encourage others to do the same
- Being "Bothered" is about building meaningful relationships with children over time, and for the child to feel genuinely listened to and cared about. The children will feel valued and this in turn will eradicate all, but extreme behaviours, as other children also want to aspire to achieve praise and acknowledgement.

Relentless Routines - Consistent, Calm Adult Behaviour

- Being Ready, Respectful, and Safe – should be a mantra which you return to every time you talk about behaviour expectations
- Be relentless, be positive, if you forget, that's ok -try again tomorrow
- Create an environment where doing well is possible for anyone; even the smallest of achievements
- Greet the children with a smile
- Find out what makes our children feel important, valued like they belong
- Acknowledge the children for going 'over and above' expectations not simply meeting them
- Mark moments with sincere and authentic verbal praise
- Catch the good - make children feel important for the behaviours that they show and not for the behaviours that they can't
- Differentiate ways to celebrate achievement; not everyone wants to feel famous, but everyone wants to feel important
- You can never, ever give enough genuine positive praise, yes, it is hard work, but it makes us all feel very happy
- Have fun with your children – make them feel loved and cared for by you.

Restore, Redraw and Repair

- Punishment doesn't teach better behaviour, restorative conversations do. It is about children realising how their behaviour affects others, taking responsibility and demonstrating recognition and remorse through meaningful 2 - way conversations, not a series of rhetorical questions
- Adults who have spent time being 'bothered' with the children, will have the 'emotional currency' to have a more impactful conversation, that the children will care about and respond positively to, than a perpetual cycle of bad behaviour results in break time lost/writing lines etc. This will result in children having no respect or gratitude
- A restorative conversation needs to be managed carefully; adults need to manage body language, tone of voice and ensure there are no physical barriers. It is also

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better to sit/walk alongside a child (or completing a physical task such as Lego building, gardening etc – where appropriate) than in front, so not seeming so combative or fear inducing for the child. They are less likely to be defensive and more responsive and honest during the conversation. Use judgement around timing of restorative conversation depending on age and stage

- Time needs to be allowed so time constraints don't impact negatively on the conversation. Do not use judgemental language or interrupt a child and give the child time to ask questions. End the conversation on a positive note
- The restorative questions are (but choose only 5 at a time or less for younger children): What happened? What were you thinking about at the time? What have you thought since? How did this make other people feel? Who has been affected? How have you been affected? What should we do to put things right? How can we do things differently in the future?

Behaviour is always an expression of need

We recognise in our responses to negative behaviour that there is no such thing as an innately 'badly behaved' child and there is always something else behind unwanted behaviour. We use our knowledge of children and our relationships with families to look in a holistic way at potential drivers behind children's behaviours.

Safeguarding

In line with our Safeguarding policy, we are vigilant that negative behaviour could be a sign the child is experiencing:

- Abuse: emotional, physical, sexual and/or neglect;
- Harmful sexual behaviours (HSB), including peer on peer abuse;
- Bullying, including online bullying;
- Discrimination

Special Educational Needs and Disabilities

There are also a range of special educational needs which have an impact on how children behave and specific advice is always sought where needed. The EEF report recognises that universal behaviour systems are unlikely to meet the needs of all children and that some children will need a more personalised approach which has equally high expectations for the child. As with all special educational needs and disabilities, children will need scaffolded support in order to meet the same behavioural expectations as other children.

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Sometimes a child's individual needs will mean their behaviour will need to be addressed as part of their ISP in order to prevent as far as possible the need for graduated consequences; more structured and specialist support is needed.

Graduated consequences will still need to be in place in situations where behaviour has been unacceptable, despite support.

Examples of possible support:

- Individual Behaviour Plans
- Personal reward charts
- Regular daily check ins
- Personalised Timetable
- Early Help Plans – Family Support Workers
- Risk Assessment
- Referral to county behaviour support
- Boxall Profile

It is the responsibility of the class teacher to ensure that these are shared with other teachers and staff who work with those pupils. This will be coordinated and directed by the SENDCo.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. As a result, we are proactive about:

Seeking opportunities to learn about and celebrate difference
Increasing diversity withing our staff and volunteers
Welcoming new members to school.

Monitoring

We meet regularly as a staff team to talk about behaviour; any children for whom we are concerned and any who appear regularly in our behaviour tracking data. We discuss possible strategies and put plans in place where needed. In these meetings, we also think about attendance, SEND and safeguarding alongside behaviour to make sure we are looking at the full picture of what might be going on for a child (behaviour is always an expression of need). We look at patterns of behaviour, for example repeated incidents involving acts of unkindness, either physical or emotional may signal a deeper need demonstrated by a pupil which in turn could signal a Safeguarding concern. The school keeps records of more serious or repeated behaviours or incidents which are reviewed regularly by the headteacher, Designated Safeguarding Lead and Deputy Designated Safeguarding lead.

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All staff involved in pupil misbehaviour issues are expected to record the details and where necessary the consequences carried out.

MDSAs and Chilton Childcare Club staff will follow policy and work with children themselves to improve behaviour (rather than delegating).

To access support to think of or implement behaviour strategies, staff should talk to the Headteacher or SENDCo.

It is the responsibility of the headteacher to ensure this policy is implemented consistently, throughout the school and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the headteacher to ensure:

- Records are kept of all reported serious incidents of inappropriate behaviour
- Staff are supported to implement the policy through training, monitoring and feedback.

Rewards

Recognising good behaviour and rewarding does not equal bribery. We expect all our children to be **Ready, Respectful** and **Safe**. We use a school system (Class DoJo) which enables our children to be "named and famed" when they are noticed for going "above and beyond" and not asking to be recognised. Ready, Respectful and Safe. A sticker still holds its appeal to all children regardless of age and these will be used as part of our in-the-moment reward system.

Housepoints will still be used for intra-school sports events and Sports Day.

Consequences

The Classroom Plan

	Steps	Actions
1	Reminder	A reminder of the three rules, Ready, Respectful, Safe, delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, where possible, making the child aware of their behaviour and clearly outline consequences if they continue. Use the phrase, "Think carefully about your next step".

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3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention – See Appendix 3. If you can attach the “stay behind before you go to break/lunch/home” when the child reaches this stage. It is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4.	Time Out	Time out might be a short time outside the classroom or located within a suitable spot in the classroom (it could be named the “thinking spot”). It is a few minutes for the child to calm down, breath, look at the situation from a different perspective and compose themselves.
5.	Repair	This might be a quick chat at break time or may need a more formal (restorative) meeting.

Appendices

Appendix No.	
1.	Graduated Consequences
2.	Guide for Consequences linked to types of behaviour
3.	30-Second Conversation Script
4.	The Restorative Conversation
5.	Suspension and permanent exclusion and physical intervention

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Appendix 1.

Graduated Consequences

When behaviour continues despite 30-second scripts and low-level prompts or behaviour support. In Appendix 2 there is a table of guidance with specific behaviours linked to these.

1	Manage behaviours through 30-second script and friendly warnings moving to clearer warnings with possible consequences. Including the use of conflict resolution to address the behaviour in the moment.
2	Restorative conversation at break or lunch.
3	Restorative conversation at break or lunchtime. Informal discussion with parents in class at the end of the day or quick chat on telephone and a behaviour record noted on Insight Data Tracker.
4	Restorative conversation at break or lunchtime and learning task given instead of play. Behaviour record noted on Insight Data Tracker and referral to headteacher – phone-call home by headteacher.
5	Restorative conversation at break or lunchtime and learning task given instead of play. Behaviour record noted on Insight Data Tracker and referral to headteacher – phone-call home by headteacher.
6	In extreme cases: Fixed term exclusion (Please see exclusions policy For permanent exclusion)

We are able to resolve the majority of behaviour issues in our school using level 1 and 2 consequences and it is this kind of discussion and restorative practice which supports children to understand and improve their own behaviour. Staff should not move swiftly through levels of sanctions and should take care particularly to deal with the initial issue plus any secondary behaviours as one issue.

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Appendix 2.

Guide for consequences linked to types of behaviour

Behaviour (Note: sanctions should only be issued as part of the restorative dialogue and will, ideally, be avoided in favour of other repair strategies. Any sanction will be age appropriate)

No	Type of Behaviour	Cons
1	Uniform issues	
1	Lack of equipment	
1	Minimum effort made/ Wasting Time	
1	Disruption of learning	
1	Play fighting	
	Repetition of -1 behaviour, even after warning	
2	Lack of respect for property or school environment	
2	Using the power of a group to exclude an individual (see -4 onwards for bullying)	
2	Inappropriate language (see -4 and -5 for discriminatory language)	
3	Repetition of -2 behaviour, even after sanction	
3	Inappropriate language directed at peers (see -4 and -5 for discriminatory language)	
3	Purposeful pushing, hitting, tripping etc (rough behaviour that is non-accidental but less serious in intent and/or consequence)	
3	Theft (small items, first offence, impulsive. See -5 for more serious)	
3	Leaving room without permission (use discretion)	
	Repetition of -3 behaviour, even after sanction	
4	Discriminatory language without awareness (Please check bullying & discrimination log to see if there are prior incidents)	
4	Behaving off-site in a way that may give the school a bad reputation	
4	Inappropriate language directed at staff	
4	Refusal to follow instructions	
4	Threatening words or actions	
4	Behaviour that covers more than one 'flag' for bullying	
	Repetition of -4 behaviour, even after sanction	
5	Bullying (persisting after previous evidenced sanctions and warnings)	
5	Theft (more valuable items or more serious intent)	
5	Threatening words or actions to staff	
5	Behaviour that could cause harm to self or others	
5	Fighting/punching/kicking in anger	
5	Leaving school site without permission	
5	Discriminatory language	
	An extreme or repeated example of a -3, -4, -5 behaviour	

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Appendix 3.

30-Second Conversation Script

1. Gentle approach, personal, non-threatening, side on, eye level or lower.

2. State the behaviour that was observed and which rule was broken.

Repeat the choices and consequences mantra:

"You need to understand that every choice has a consequence and your behaviour is disruptive/dangerous"

Ask the child: ***"What rule have you broken?"***

3. Tell the learner what the sanction is.

"If you choose to (insert desired behaviour), that would be fantastic.

If you choose not to, then this will happen... (consequence)"

4. Immediately refer to previous good behaviour as a model for the desired behaviour.

"Do you remember earlier today when you...? that's who I want to see now. I'll leave you to make your decision".

Follow with: ***"You are going to be brilliant. I believe you can be a success. I care about what happens."***

5. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.

5 – Look around the room with a view to catch somebody following the rules.

Make a copy of the script for your lanyard if you need it.

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Appendix 4.

The Restorative Conversation

Restorative Practice is essential at Chilton Foliat Primary School. It underpins everything we do, relates to our values and our approach to teaching and learning. RP is used after a conflict between peers, it is our children's right and they expect this to happen. For RP to be successful:

- Preparation Meeting: 5 Minutes – see below
- Should not be delegated to a colleague
- Leave enough time to give the child your attention without having to rush. Have a glass of water ready for them or another sign that you value them and the work you are about to do together.
- Genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- Discusses the poor behaviour or incident: not the child's character.
- Addresses what happened, reinforces expectations and resets behaviours
- Platform to build relationships that change and improve behaviour for the long term.
- Opportunity for adults to reinforce their universal positive regard and form really strong and trusting relationships with all children.

Use 'The Restorative 5' – select 5 questions from the list below to structure your conversation.

- What happened?
- **What were you thinking at the time?**
- What have you thought since?
- How did this make people feel?
- Who has been affected by this?
- How have people been affected by this?
- What should we do to put things right?
- How can we do things differently in the future?

NB: 5 questions might be too much for a child in reception or year 1. Select 2 and feed in more questions as children grow and develop their understanding of how this works.

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Three things to do when children clam up:

- 'Ok, imagine there were (people affected/a way of putting it right/things you could do differently), what would they be?
- 1-10 scales: 'on a scale of 1-10 how angry were you?
- Offer a postponement and some support if the child is not ready to speak: 'I can see you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs Smith sit with you and help you with the answers?'

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Appendix 5: Suspension and permanent exclusion and physical intervention

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND, and Targeted Education support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate. In monitoring this behaviour policy, the leadership team will seek assurance that:

- no punishments are given that are ever degrading or humiliating;
- all rewards and consequences are applied fairly

Physical intervention is only be used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) may be used as part of a support plan set up incorporating the views of the parents and the child.

Children are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all children. All physical intervention is be carried out in such a way as to safeguard the pupil and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

For further information please see Gov.Uk document:

[Use of reasonable force advice](#)

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