

Cheapside C E Primary School



Behaviour Policy

INTRODUCTION TO THE POLICY

Our task, as a school, is to see that nothing comes between our children and the full range of learning opportunities being offered to them. We feel that setting high standards of behaviour and encouraging respect for themselves and others can minimise potential problems. PSHE, Citizenship, Anti-bullying and Equal Opportunities are, we feel integral parts of creating a caring, safe environment and have therefore been linked to our behaviour policy.

LEGISLATION, STATUTORY REQUIREMENTS AND GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)

PHILOSOPHY

Our philosophy for managing behaviour at Cheapside is rooted in **relational approaches founded on our distinctive Christian ethos**. We aim to encourage appropriate attitudes, reward, and praise children's efforts and positive behaviour within an inclusive, safe, and stimulating environment. This approach is underpinned by **Proactive, Affective, Co-operative, and Educational (PACE)** principles, fostering a culture of **understanding, empathy, and emotional regulation**.

AIMS

1. To develop in pupils a sense of **self-discipline** and acceptance of **responsibility** for their actions.
2. To create a climate of **mutual respect** in which effective learning can take place.
3. To instil and maintain effective home-school links in which parents/carers are valued as an integral part of behaviour management.
4. To teach pupils the skills of **emotional literacy and self-regulation** using the **Zones of Regulation** framework.

THE ROLE OF STAFF IN PROMOTING POSITIVE BEHAVIOUR

THE ROLE OF THE HEADTEACHER

1. To promote self-discipline and proper regard for authority amongst pupils.
2. To establish a management structure within the staff to support work in this area.
3. To establish a clear system of responsibility within the school for handling individual issues. Such a system should involve all members of staff knowing what their individual responsibilities are.
4. To establish a system for monitoring and evaluating work carried out in this area, especially consistency of record keeping, rewards and sanctions.
5. To ensure that priority is given to training in this area.
6. To be aware and willing, on occasion, to support staff and pupils by managing particular pupils when specific problems occur.
7. To develop, when necessary, a Pastoral Support Programme (PSP) for a particular pupil, with support from the Special Needs Co-ordinator (SENCo) and Nurture/ELSA Team.
8. To work with parents.

THE ROLE OF THE PASTORAL CARE TEAM (SENCo/Nurture/ELSA Team)

1. To establish a whole-school system for the support of pupils with behaviour problems. To include all members of staff (including support staff) in all aspects of review procedures.
2. To monitor and evaluate the effectiveness of work undertaken and to report on it to the head teacher, parents and governors.
3. To co-ordinate and manage in-service training when necessary.
4. To support teachers with observation work undertaken with individual pupils.
5. To act as a source of advice to other members of staff.

6. To link with specialist support staff outside of the school.

7. To work alongside parents.

THE ROLE OF THE CLASS TEACHER AND TEACHING ASSISTANT

1. To provide a secure, caring and safe environment for pupils.

2. To establish positive relationships with pupils, so that they feel able to relate to the teacher/TA and provide advice for the child when required.

3. To be responsible for carrying out the relevant procedures outlined in this policy.

4. To provide a consistent response to individual pupil needs within an agreed school framework.

5. When necessary, to keep records of pupil behavioural development and monitor pupil progress.

6. When necessary, to assess the particular needs of pupils, the teacher should develop a behaviour support plan with the help and guidance of the Pastoral Care Team.

7. To keep parents informed.

THE ROLE OF THE GOVERNING BODY

Governing bodies are required to agree written statements for general principles to accompany their school discipline policies. Such statements are to be reviewed regularly.

In the event of a permanent exclusion, the discipline committee of the governing body should be notified by the head teacher and assess each case against the school's criteria.

POSITIVE BEHAVIOUR

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal endorsement including public recognition
- Team Ticks which children collect for their House to raise funds for a chosen charity
- Headteacher's Awards
- Weekly Headteacher Certificates on Celebration Assembly
- Collecting gems for a whole class reward
- Communication with parents

CORE STRATEGIES

Zones of Regulation and PACE

All staff are expected to integrate the following frameworks:

1. **Zones of Regulation:**
 - The **Zones of Regulation** framework will be taught throughout the school to help pupils and staff categorize feelings and levels of alertness into four coloured zones (**Blue, Green, Yellow, Red**).
 - Staff will explicitly teach pupils to identify which Zone they are in and provide clear, accessible tools and strategies ('Calm Down' or 'Tool Box' strategies) to help them move back to the desired **Green Zone** (calm, focused, ready to learn).
2. **The PACE Approach (Playfulness, Acceptance, Curiosity, Empathy):**
 - Staff will adopt the **PACE** approach in interactions, particularly when a pupil is struggling to regulate or is in a challenging zone (**Yellow or Red**).
 - **Playfulness:** Maintaining a light, engaging, and non-confrontational manner to ease tension.
 - **Acceptance:** Communicating unconditional acceptance of the child, separating the child from the challenging behaviour.
 - **Curiosity:** Asking open, gentle questions to understand the underlying reason for the behaviour ("I wonder what made you feel that way?") rather than focusing solely on the action.
 - **Empathy:** Showing understanding and validating the child's feeling, even if the behaviour is unacceptable ("I can see you're really frustrated right now; that must feel hard.").
3. **Reflection Zone**
 - Children can be required to attend the Reflection Zone for a short period of time during lunch break. In the Reflection Zone, children talk with a member of the SLT or Behaviour Mentor, about the behaviour that resulted in their attendance. A reflection sheet (Appendix 2) is completed, with support if needed, and filed in the Reflection Folder. If a child completes more than 3 sheets in a half term, a call will be made to the parents to discuss the triggers.

RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

MANAGING CHALLENGING BEHAVIOUR (Team Teach and De-escalation)

In situations where pupils' behaviour poses a risk to themselves, others, or property, staff will follow established de-escalation and risk-reduction procedures, which are guided by the **Team Teach** philosophy.

1. **Proactive Management and De-escalation:**

- Staff will prioritize **verbal and non-verbal de-escalation** techniques.
- Staff are trained to recognize the early warning signs of distress and intervene using **PACE** principles and **Zones of Regulation** strategies to prevent escalation into the **Yellow** or **Red Zones**.

2. **Team Teach Positive Handling:**

- **Reasonable Force:** Staff who have received specific, up-to-date **Team Teach** training may use physical intervention (reasonable force) only as a last resort to prevent a pupil from causing **immediate harm** to themselves or others, or causing **serious damage** to property.
- **Principle:** Any physical intervention used will be the **least restrictive** necessary, applied only for the shortest period of time required to ensure safety.

ANTI-BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Dealing with Bullying

Our approach to tackling bullying is supportive, investigative, and reparative, using our core strategies:

- **Safety and Disclosure:** Children should feel confident and safe to disclose concerns to any adult in the school. Staff will listen sympathetically, assuring the child they are being taken seriously (using **Acceptance** and **Empathy** from **PACE**).
- **Investigation and Understanding:** Staff will investigate all reports thoroughly, seeking to understand the motivation behind the behaviour (**Curiosity** from **PACE**). The **Zones of Regulation** may be used to help the 'bully' identify their feelings and the impact of their behaviour on others.
- **Restorative Actions: Circle Time** and assemblies will be used to promote empathy and emotional literacy. Staff will facilitate restorative conversations (mediation) between the pupils involved, focusing on repair and future positive behaviour. Parents/carers will be contacted to enlist their help in modifying the behaviour.

PARTNERSHIP

a) With Parents: Parents should be involved at all levels of discipline. When behaviour challenges arise, the school will communicate with parents/carers using **PACE** principles, sharing observations regarding their child's **Zones** and jointly developing strategies to support **emotional regulation** both at school and at home.

b) With LA and Outside Support Agencies: The school will liaise regularly with the LA and outside support agencies (health, educational welfare services, school psychological service, Integrated Pupil Support Services, and social services) to seek advice and support for pupils with significant or complex behavioural needs.

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times, modelling **self-regulation** and **PACE** interactions.
- Rewards, sanctions, and **Team Teach** reasonable force are used consistently by staff, in line with the behaviour policy, always prioritizing the teaching of **emotional literacy** and **self-regulation**.
- The behaviour policy is understood by pupils and staff, particularly the concepts of **Zones of Regulation** and **PACE**.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take **responsibility** for their actions and to understand the impact of their behaviour on their own learning and the feelings of others.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life, encouraging consistent use of strategies like the **Zones of Regulation**.
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2: Reflection sheets

Cheapside CE Primary School

Behaviour Reflection sheet

Name:

Date:

Class:

What did I do?

Why did I do it?










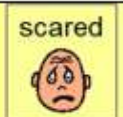



Who was upset? Why?

Which rule did I break / What did I do wrong?

What can I do to fix this? If this happens again, what will I do?
















Cheapside CE Primary School

Behaviour Reflection sheet

What happened?				
 unkind words	 unkind hands	 not listening	something else	
How did you feel?				
 Angry	 upset	 scared	 worried	something else
How did others feel?				
 angry	 upset	 scared	 worried	something else
What is the result of my actions?				
Reflection zone	Someone is upset/hurt	 did not learn as much	 let myself down	something else

What could I do next time to make the right choice? (Draw or write)
How do you feel when you make good choices?

Tools that might help me:

chair press up 	back rub 	drink water 	walk 	sing 	lift something heavy 	colouring 	squeeze hands 
talk 	take a break 	deep breaths 	count to 10 	cuddly toy 	look for colours 	stretches 	volcano breaths 