

Chuter Ede Primary School



~Behaviour Regulation Policy~

Summer 2026

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of speaking, moving, imagining, learning and exploring. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

Reviewed by	Rachel Revill
Ratified by	Governing Body
Date for Review	Summer 2028

Contents:

- Philosophy and Aims
- Linked Policies
- Roles and Responsibilities
- Restorative Justice
- Awards
- Behaviour Regulation
- Staff Wellbeing
- Policy Review



INTRODUCTION

This policy was based on guidance provided by Notts County Council Concerning Behaviours Toolkit and has included input from members of staff, representatives from the governing body, parents and carers, pupils, ELSA staff, peer mentors.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

PHILOSOPHY

We believe that everyone should feel and be safe in school. Behaviour which compromises this will be addressed. Chuter Ede Primary School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modeled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

POLICY AIMS

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modeling support the development of self-discipline and the capacity to make positive choices.

LINKED POLICIES

This Behaviour Regulation Policy links to the following other policies we hold in school:

- PSHE & RSE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety policy



CHUTER EDE PRIMARY SCHOOL- BEHAVIOUR REGULATION POLICY

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Ensuring the policy reflects the vision and needs of the pupils, staff and school
- Reviewing the policy annually with the Headteacher

The Headteacher is responsible for:

- Ensuring the safety of all pupils and staff
- Promoting happiness and wellbeing of all pupils and staff
- Monitoring the effectiveness of the behaviour policy and addressing areas which need to be improved
- Ensuring staff are trained appropriately
- Enabling access to outside agencies
- Working with SLT to monitor behaviour
- Meeting the statutory requirements in policy and accepted practice

The SLT is responsible for:

- Developing and reviewing the policy
- Collecting pupil and staff voice and ensuring adjustments are made accordingly
- Ensuring that they have the most up to date training
- Finding relevant information or training for teachers who need/ask for it
- Working with SLT to monitor behaviour

The Class teacher is responsible for:

- Following the behaviour plan
- Developing good relationships with the children
- Asking for support or further training when they feel that they would need benefit from it
- Ensuring parents are aware of their child's needs and behaviours in the ways outlined in the policy

The Parent is responsible for:

- Ensuring their child arrives to school on time and ready to learn
- Showing interest in their child's learning and willingness to further support learning at home
- Communicating with the teacher effectively in a respectful manner
- Supporting the school's restorative justice approach
- Attending parents evening or relevant meetings and ensuring information from school is read promptly (on the App or letters)
- Communicating with school as soon as possible about absences
- Providing up to date contact information as soon as available



CHUTER EDE PRIMARY SCHOOL- BEHAVIOUR REGULATION POLICY RESTORATIVE JUSTICE

Restorative justice prioritises the needs and feelings of the injured party and aims to provide a resolution that is satisfactory to them. The process of restorative justice is designed to reduce the frequency and severity of unwanted behaviour incidents, eventually eradicating them altogether.

At Chuter Ede, we believe that being 'fair' is not about everyone getting the same thing (equality), but everyone getting what they need (equity). We see behavior as a form of communication of a social, emotional or mental health need and respond accordingly. We see children with behavioural difficulties as being vulnerable rather than troublesome and offer a non-judgmental and empathetic attitude towards their behaviour. By putting relationships first, we follow these four principles of Restorative Justice:

RESPECT –For everyone by listening to other opinions and learning to value them

RESPONSIBILITY – Taking responsibility for your own actions

REPAIR – Repair harm and ensure behaviour is not repeated (Consequence for actions)

RE-INTEGRATION – working through a structured, supportive process that aims to solve the problem and helps everyone reach a positive outcome.

By changing how we respond to behaviour does not mean that our expectations or structures change. In order to help a vulnerable child feel safe, nurture and structure are equally important. By following these principles, we ensure our school is a safe space for all children.

AWARDS

From the pupil interviews, children suggested different ways to improve our award systems within school.

Awards:

- Kind verbal acknowledgements
- Special mentions in assemblies
- Smile Award
- Praise from the Headteacher
- Individual class rewards (e.g. stickers, pencils, house points)

Behaviour Charts

Research shows that visual behaviour charts can have a negative impact upon older children. However, from pupil interviews, our FS- Year 3 classes said that they enjoyed moving their name up. We believe that is a visual way for children to learn positive behaviours.

For some children, a more personalised approach may be needed, such as collecting pom-poms, or an individual behaviour chart.

Dojo Points

Children earn Dojo points for positive behavior in school. Behaviours rewarded are identified specifically, for example points can be earned for academic achievement, hard work, kindness and respect, amongst other things. Children work towards milestones that are acknowledged in our weekly celebration assemblies. Certificates are awarded for 50, 100 and 200 Dojos. At the end of the school year, the top 10 Dojo earners in each class are recognized, for example, by having an ice cream from a visiting ice cream van.



CHUTER EDE PRIMARY SCHOOL- BEHAVIOUR REGULATION POLICY

BEHAVIOUR REGULATION

Depending on the incident, levels may be jumped to ensure the overall safety of the child, the class and the members of staff. Every child is different, and although we acknowledge that to the parents of other children involved it is not always transparent what the consequences of an individual's actions are, we also acknowledge that every child has a right to be dealt with in a way which most benefits their mental wellbeing. We ask for their trust and respect in us as a school to commit to ensuring that every child is happy, healthy and safe.

Level 1 (General classroom practice)

- Good relationships are built between the adults and child
- Verbal and non-verbal praise
- Use of PLACE (playfulness, love, acceptance, curiosity and empathy) are used to encourage a child to feel safe and adjust their behaviours
- Dojo Points/ Reward Charts/ Individual behaviour systems
- Children use peer mentors

Level 2 (Small incidents which would not need to be passed on to the Headteacher or parents)

- Use of restorative justice with an adult
- 5/ 10 minutes of playtime missed spent 'repairing relationships'
- Use of the behaviour chart

Repeated incidents of this level may be supported by intervention from another class teacher.

Level 3 (Incidents where the parent and Headteacher would be informed)

- Use of 'Emotion coaching' to help the child regulate
 - o Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
 - o Step 2: Validating and labeling the feelings ('This is what is happening, this is what you're feeling')
 - o Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')
 - o Step 4: Problem-solving with the child/young person ('We can sort this out')
- Parents informed in the most appropriate manner
- Depending on the incident, the child may be sent to a member of SLT
- SLT to log the incident on CPOMs
- Appropriate actions will be decided on an individual basis. It may be that no more action would benefit the child
- Onsite expertise sought, such as ELSA.
- Appropriate agencies will be contacted following the escalation policy
- If incidents are repeatedly occurring, a meeting between the parents, class teacher and parents will be arranged to discuss appropriate actions (e.g. behaviour plans to include strategies such as safe spaces)

Level 4 (Exclusion protocols)

- Initially, the child will complete work set away from their peers for a morning, afternoon, full day such as in the Headteacher's office.
- Internal exclusion: this is then extended to multiple days
- External exclusion:
 - o A child can be excluded by the Headteacher for up to 45 days in one school year. The parent must be contacted immediately to discuss the reasons why and make it clear that they can, if they wish, appeal the decision to the governing body.



STAFF WELLBEING

In the anonymous questionnaires (October, 2019), staff said they felt supported by SLT when dealing with children with behaviour difficulties. Staff also recognised that their own emotions are involved in the situation. To ensure that staff wellbeing remains high, the school will ensure the following:

- Teachers are able to 'tap out' when dealing with a situation if they feel drained or unable to continue without negative consequences
- Restorative justice can be used between the child and the adult involved led by another adult to help repair the relationship
- Staff will be offered coaching by SLT, offering a non-judgment safe space to explore the issues
- Training opportunities
- Use of the 'Take what you need box' to keep a positive morale around school
- SLT support when talking to parents if appropriate

POLICY REVIEW

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually