

Behaviour for Learning and Conduct Protocol September 2026 – September 2027

Introduction

At Chadwell St Mary Primary School it is vitally important that everyone is safe and happy. Our core values, safety, self-responsibility, equality and perseverance are key in promoting good behaviour and discipline in school. We aim to provide a learning environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, sexual orientation, social, cultural or religious background.

This protocol explains the expectations that we have for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. Good behaviour creates a better climate for learning.

By reinforcing good behaviour and discouraging poor behaviour we foster in each child the ability to:

- determine right from wrong
- grow in independent thought and judgment
- take responsibility for their own actions
- develop values which will enable them to be a valued member of our community and of society in the future

WE AIM TO

- Create a community where all its members feel valued and respected and where the building of positive relationships is paramount.
- Help children grow, live and work in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- Create an environment that is stimulating and enriching and in which effective learning and teaching can take place.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us.
- Treat all children fairly and apply this policy in a consistent way

At Chadwell St Mary:

- All adults within school will be inducted into the principles of the Behaviour and Discipline Policy and Behaviour Protocol
- All adults are trauma and attachment trained
- All adults within school will be expected to put the policy/protocol into practice in a fair and consistent fashion
- All parents will be made aware of the principles of the Behaviour and Discipline Policy
- All children will be made aware of the principles of the Behaviour and Discipline Policy and Protocol
- The implementation of the Behaviour and Discipline Policy will be monitored regularly by the

Headteacher and all staff

- The code of conduct will be reviewed by pupils and staff regularly
- The Behaviour and Discipline Policy will be reviewed by pupils and staff regularly

Key staff names and roles

- | | |
|------------------|-------------------------------------|
| • Tracey Wilson | Head of School/ DSL |
| • Jack Lloyd | Executive Headteacher |
| • Andrea McCann | Pastoral and Behaviour Support Lead |
| • Debbie Rix | SEND CO |
| • Chelsea Dennis | Deputy Headteacher |

Guidance for All Staff

One of the most powerful determinants of a child's behaviour is a positive adult role model. Positive reinforcement of good behaviour is more effective than negative punishments. Although there are agreed sanctions for children who misbehave, it is encouragement of good behaviour which is far more important.

- Staff should praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits.
- Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons, Circle Time and assemblies.
- There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements (*see Rewarding Good Behaviour*).
- A well-managed and well-planned environment not only stimulates the learner but reduces the prospect of potential problems.
- Staff should ensure that all learning activities are well planned, organised and resourced in advance, as this will help the child to know what is expected of her/him.
- We need to teach behaviour as we need to teach other aspects of the curriculum.
- Classes that have well-organised lessons that are well prepared and that take into account the full range of the learning abilities, tend to have few discipline problems.
- A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence.
- The climate for learning, in or out of the classroom, can promote good behaviour.
- All children should be treated with sensitivity to maintain and raise self-esteem.
- Comments made to a child should focus on the positive and be made positively and constructively.
- Where disapproval is used, it should focus on the behaviour rather than the child themselves.
- Staff should, where practical, take time to explain the reasons for a child being asked to do something.
- Every care should be taken to demonstrate respect and care for people and property.
- Every child should be listened to and spoken to calmly.
- There should never be the intention to belittle or demean.
- Every effort should be made by all staff to diffuse potential problems before they arise.
- This may be done by discussion, good organisation, consultation and similar strategies
- Certain behaviour such as bullying, derogatory language, rudeness, fighting, swearing, is never acceptable and will be dealt with when encountered.
- It is not normally necessary to shout.
- The use of physical punishments are illegal and will not be supported under any circumstances.

- The school will work with the child's parents/carers to help modify poor behaviour through approaches that are applied consistently at home and school.
- The Headteacher reserves the right to inform a parent/carer of her/his child's unacceptable behaviour, which may under extreme circumstances lead to exclusion.
- Staff should consult with the Behaviour Lead or SLT when behaviour becomes a concern.
- *See also Code of Conduct*

Rewarding good behaviour

Chadwell St Mary Primary pupils are well behaved and keen to learn- we like to take every opportunity to recognise these positives.

Class teachers have numerous systems for rewarding and managing behaviour in class, including pictorial class charts, stickers, displays and notes home. These are shared with pupils and their parents at the start of the academic year.

Whole school approaches to reward positive behaviours are shared with children in the weekly celebration assemblies.

Star of the week

This reward represents three key areas- reading, writing and maths, so that each week each teacher nominates either a reader, writer or mathematician of the week. Children are rewarded in the celebration assembly and receive a special head of school sticker.

Attendance cup

Each week the class with the highest attendance receives the school cup. Children are regularly reminded about the school's attendance target and expectations.

House points

On admission to school, each child is allocated to a colour house. Then can then earn house points in class which count towards the weekly total. These are recorded on a tally and collated on Friday by year 6 pupils.

The new house point total is shared in assembly each Tuesday or Thursday. At the end of each term the winning house are given a special privilege, such as wearing non-uniform for a day or extra playtime.

Star Tokens

Star tokens can be awarded by all members of staff to pupils for positive work, effort or attitude. These are placed in a box for each class in their classroom and drawn out in a raffle at the end of each half term in assembly.

Postcards

Postcards home can be awarded by all members of staff to pupils for positive work, effort or attitude. These are written out by the adult and sent home to parents with the child at the end of the day.

Golden Time

At 1.50pm on Friday, Chadwell St Mary become Golden. During golden time, children can play games together, take part in extra-curricular craft, have some extra time playing ICT games or extra sport activities. Each class has a maximum of 50 minutes of golden time on a Friday afternoon. This time can be earned or lost over the course of the week for individuals or the whole class. Each class has a chart on display and children have the opportunity to move up each day to gain more minutes for their Golden Time. If they go up every day, they will receive all 50 minutes of their Golden Time. Children will not move up and gain their minutes for that day if they make an unkind or negative choice that day. If pupils show level 4 behaviour such as fighting or swearing (please see chart in appendices) they

may lose all their Golden Time.

Platinum – 50 minutes golden time earned

Diamond – 40 minutes golden time earned

Gold – 30 minutes golden time earned

Silver – 20 minutes golden time earned

Bronze – 10 minutes golden time earned

If children are diamond and are only missing 10 minutes of golden time, they are to sit at the edge of the classroom as directed by the teacher and not to join in with the activity at first. Anyone missing longer goes to the library to miss their time with SLT or Behaviour Lead.

Some children might find following the class golden time system difficult so an alternative, visual way to accrue time might be needed. An example of this can be found in the appendices.

When a child misbehaves/sanctions

To ensure poor choices or negative behaviours rarely occur, Chadwell Primary School will use:

Good routines to avoid/minimise poor behaviour through;

- Consistent and high expectations from ALL adults are modelled, e.g.
 - presentation of self (appropriate to staff dress code and school uniform expectations)
 - work - whether in books or folders (staff presentation will be modelled through handwriting on boards or displays)
 - tone of voice used to others (with no shouting)
 - conduct when moving around the school
- Class routines for transitions are clear and consistent, e.g. hanging up coats and bags, changing from one lesson to another and lining up before sport sessions or start of sessions
- School rules, class rules and the code of conduct are discussed, agreed (therefore giving ownership), displayed in all rooms and are regularly referenced
- Classroom environment and teaching/learning resources are of good quality, fit for purpose and well organised
- Instructions are clear from ALL adults to pupil and adults listen carefully to what pupils have to say
- Strategies, such as early morning activities are used, to maximise engagement and minimise poor behaviour
- Encouraging working as part of a team within the class, school and community

Instantly discourage undesirable behaviour by;

- Tactical ignoring
- Adult “look”
- Use of body language/signals
- Redirection/distraction
- Positive reinforcement through proximity praise and reward
- Gentle reminders
- “The Choice” – reflection time to think about it
- Keeping parents informed and/or involved

Use a range of strategies of increasing intervention to deal with undesirable behaviour which is agreed and used by all staff consistently. This includes:

- Level One - Verbal warning (discreet)– inviting the child to make the right choice
- Level Two - Verbal warning with consequence
 - Timeout within class (this must reflect and be in keeping with the age of the child) Each class should have a timeout space (cushion/beanbag/chair) with prompts visible to encourage reflection on the correct choices linked to learning, class rules and core values
- Loss of playtime – a maximum of 5 minutes at play and 10 at lunch so they do get some break

- Level Three - Time out to identified neighbouring class (see partner classes)
 - Children are required to complete a reflection sheet whilst there and continue with work if there is time left. (Sheets to be kept on file as record of behaviour trends across class/year/school) Time out MUST BE RECORDED ON SIMS.
 - Parental involvement through personal contact initially to invite support to encourage their child to make the right choices. This MUST BE RECORDED AS PARENT COMMUNICATION ON SIMS.
 - Further parental and involvement of senior staff - where repetitive behaviours occur
- Level Four – This would be where a child had either:
 - Worked his/her way through the other levels
 - Been issued with a fixed time internal exclusion duration to be agreed by HT
 - Committed a more serious “offence” such as swearing, bullying, fighting, racism and deliberate damage to property etc. to jump straight to this level which will result in an instant formal sanction - either an internal isolation, education off site or suspension. *Please note that play fighting would be dealt with beginning at level one but is not to be tolerated.*
 - Where a child has reached a level 4 on three occasions, pupils will be put on Stage One of the Chadwell Behaviour Stages outlined below.
 - Level 4 behaviours MUST be recorded on SIMS and reported to Behaviour Lead immediately who will oversee any investigation and refer to Head Teacher if needed.
 - Level 4 behaviours will be communicated with parents.

Behaviour Support System

ON CALL

- There is an on-call system.
- The role of the on-call staff is to:
 - Support the management of serious, disruptive poor behaviour;
 - Reinforce school policy;
 - Ensure that the protocol is followed including use of all levels as appropriate;
 - Help children to make the right choice;
 - Mediate where necessary;
 - Reintegrate children back into class in line with our “fresh start” approach;
 - Assist with the removal of a child from the classroom if appropriate;
 - Remove for an appropriate length of time in line with the protocol;
 - Liaise with the Head of School or teacher in charge regarding taking further action if required.
- Each classroom has a red card which is the “on-call” card. Red cards are to be used for EMERGENCY on calls ie. behaviour is dangerous or preventing all learning from taking place.

Behaviour Stages

If poor behaviour is regular or continuous, additional strategies and monitoring methods are put in place. The following stages are in place:

Stage One

- Meeting held with Class Teacher and Behaviour Lead to discuss pupil and plan.
- Letter/phone call out to parent/carer to request a meeting with Teacher.
- Behaviour Plan for pupil for 2 weeks.
- Behaviour Report to be sent home every day with pupil.
- Improvement in behaviour after 2 week’s pupil to come off plan.
- No improvement after 2 weeks on plan move to Stage 2.

Stage Two

- Behaviour Lead meets with teacher and reviews data.
- Behaviour Lead arranges a meeting with parent/carer by phone then letter home.
- Behaviour Support Plan:
 - Emotional Behaviour Scale.
 - Pupil Questionnaire/Views.
 - Parent Questionnaire/Views.
 - Teacher Questionnaire/Views.
 - Observations on key lessons or activities that may trigger behaviour.
 - Other Agency/Professional involvement as needed such as PASS Team, Open Door etc.
 - Half Termly Review.
- No improvement at the end of the half term review escalation to Stage 3.

Stage Three

- Pastoral Support Plan (PSP):
 - SLT and Behaviour Lead to observe
 - Parent/Carer Meeting invite by letter.
 - Staff Questionnaire/Views.
 - Parent Questionnaire/Views.
 - Pupil Questionnaire/Views.
 - Risk Assessment.
 - Create Plan with strategies and targets.
- Review plan half termly – 6 weeks then 12 week review.

The Role of Parents / Carers

Parents/carers have a vital role to play in their children's education.

- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them.
- We expect parents/carers to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

Confiscation of inappropriate items

- Any member of staff has the power to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. Inappropriate items include material unsuitable for children or items which a child has been told not to bring into school or which may lead to disruption.

Screening and Searching Pupils

- It is important that all children remain safe within the school.
- Therefore, in the unlikely event, if a member of staff has reason to believe that a child has entered the school with an item that will endanger other pupils this must be immediately reported to the Headteacher (or, in their absence, a member of the Senior Leadership Team).
- The member of staff who has been informed of the concern has the power to search a child and their belongings (without consent) to ensure that no item that will endanger other children (or themselves) is present.

- The search **must** take place with a second member of staff present and in an area which is not public.
- If an item is found the school will immediately remove the item and contact the parents to inform them of the situation.
- In the case of offensive weapons the police should be contacted and the incident reported.

Use of Force or Other Reasonable Contact

Where possible staff will use other methods of behaviour management to ensure pupils are well ordered and safe. However, there may be times where the use of force or contact is necessary to ensure that children are kept safe. Staff will use 'reasonable force' as outlined in the DfE Guidance document published in July 2013.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, force is generally used to control pupils and to restrain them.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

This may include any bad behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

It also includes misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the majority of cases this will be dealt with in accordance with the sanctions as set out previously and parents will be informed of the issue and asked to meet with the Headteacher

In all of these circumstances the Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or

being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Appendix 1 – Behaviour levels and protocols

Level	Behaviour	Protocol/Consequence
Level 1	Low level behaviour - Consciously off task - Playing with equipment (on purpose) - Silly/immature behaviour - Low-level disruption - Talking to a friend	- Use distraction techniques, adapt provision, general reminders of expectations to the class, and praise those doing the right thing. - Refer to classroom expectations/use visual reminders to make the right choices - Give children take up time to make good choices - Give pupil a verbal warning and reminder that next time a consequence will be issued.
	Friends falling out	Use an allocated PAL for peer mediation
Level 2	Repeated low-level behaviour - Repeated Level 1 behaviour following classroom intervention - Rudeness to an adult in the class	- Child can ask to use a calm down area of the classroom - Send the student for a timeout in the reflection area of the classroom - Have a conversation with the students about conditions for returning - Class teacher peer mediation as needed
Level 3	Persistent disruptors Persistent Level 1 behaviour following timeout within the classroom	- Reminder of the conditions for returning - Time out to a partner class - Children to complete a reflection sheet - This information need to be put on SIMs
Level 4 SEND RED CARD	Failing to respond - Refusal to go on timeout in the neighbour class - More serious offences such as endangering themselves or others, swearing, bullying, fighting, racism, hurting adults or children intentionally, damaging school property intentionally	- Report straight to pastoral lead with a red card (if pastoral lead not available report SLT) who will then investigate and impose sanction - Consequences will be from the following depending on the result of the investigation: - Loss of significant amounts/ all Golden Time - Isolation with Behaviour Lead - Isolation with SLT - Potential exclusion (at HT's discretion) - Students move to stage 1/2/3 of behaviour ladder in conversation with SLT

Appendix 2 - Summary of Rewards and Sanctions in our School

REWARDS	
Star of the week	One per class each week in either reading, writing or maths. Special sticker in the celebration assembly.
Letter of Commendation	Letters of commendation can be given to 2 pupils who have shown exemplary learning behaviours or who have impressed the teacher with a piece of work.
Attendance Cup	Awarded each week in assembly to the class with the highest attendance. Attendance is also celebrated at the end of each term for individuals.
House points	Children are awarded house points for a range of reasons: team work, good work, applying effort in class etc. House points are collated and celebrated in assembly.
Golden Time	Maximum of 50 minutes which can be lost and won back by individuals or the whole class.
Teachers may have individualised systems for rewarding children in their own class in addition to those above, for example through stickers, notes home or classroom charts.	

SANCTIONS	
Parents must always be kept informed	Missing some golden time 'Time Out' in the classroom Completing work in another classroom Informal conversation with parents (record kept)
	Playtime/Lunchtime time out- on the bench
	'Report' to a member of SLT- can be used to record positives as well as negatives
Sanctions must be appropriate to the behavior and must take account of individual needs	<u>Loss of privileges-e.g.</u> Not representing the school on a team Not taking part in non-uniform days Y6 loss of lunchtime choice or prefect role (Children must not be excluded from learning activities unless there is a safety risk associated or formal exclusion is in place) <u>School service-e.g.</u> Litter Picking Weeding (NB please ask about health and safety regarding these activities if unsure)
Records must be kept to allow for tracking of patterns in a child's behaviour	Isolation- completing work with a member of the SLT, no interaction with peers at breaks.
	Apology- by letter or verbally
	Parents contacted- SLT must always be informed when parents are contacted.
	Education at an alternative provision Arrangements are made for the child to be educated at another site, such as the Turnaround Centre.
	Suspension May only be determined by the Headteacher (including lunchtime exclusion)



NAME

Golden Time Chart



				
				
				
				
				
				
				
				
				

This week I've earned _____ minutes of Golden Time!