Chilvers Coton Community School and Nursery

Behaviour and Relationships Policy

Agreed by the Full Governing Body on 16TH September 2026

Date for review: September 2027

At Chilvers Coton, we believe that every pupil has the right to learn in a safe and supportive environment. Our behaviour statement is guided by our vision of inspiring excellence, empowering children, and ensuring that no child is left behind.
The purpose of this Behaviour Policy is to create a safe, calm, and supportive environment where all pupils can thrive and achieve their full potential. This policy aims to promote positive behaviour, prevent bullying, and ensure that all members of the school community are treated with dignity and respect.

We expect all pupils to:

- Show respect for themselves, their peers, and all staff members.
- Take responsibility for their actions and choices.
- Demonstrate kindness and empathy towards others.
- Engage actively and positively in their learning.

To enable this to happen, we work very closely with our families, school staff, governors and outside agencies.

Chilvers Champions

Every child is a Chilvers Champion. As Chilvers Champions, we embrace our 5 Cs to guide every decision we make, shaping a positive and supportive school community.

By nurturing these core values, we aim to shape them into kind, responsible, and thoughtful individuals. Our vision and values are woven into every part of the school day, creating a culture where respect and belonging thrive. We expect all children to demonstrate positive behaviours, fostering the development of lifelong learners who are passionate about their growth, character and education.

Chilvers Champions are:



Our Chilver's Promise

Our Chilvers Promise is a set of positive behaviour and learning strategies that we teach and encourage our children to embrace, helping them to develop their values and grow into true Chilvers Champions. Through this promise, they learn to make thoughtful choices, build strong character, and become confident, responsible individuals ready to thrive both in school and beyond.

The Chilvers Promise is displayed in all classrooms and throughout the school, reinforcing positive behaviours that create the best possible learning environment for everyone; as a constant reminder of the positive behaviours we strive to encourage. These promises are regularly taught, referenced, and revisited with visual prompts, helping children internalise and promote them. To ensure consistency, all members of our school community are encouraged to refer to the Chilvers Promise, using a shared language that supports a unified approach to behaviour and learning across the school. To ensure all children can understand this, we use communication in print as visuals.



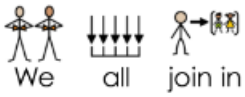














Our role is to support children as individuals to understand and follow our Chilvers Promise and school values. We do this by:

-maintaining positive relationships with children and parents

-consistently modelling these behaviours ourselves

-praising children whenever they are promoting our promise

-offering ample opportunities to talk about the rules and our expectations

-creating a positive learning environment where children are fully equipped to follow these rules

-reflecting on our own practice to continually improve behaviour

Expectations of children's behaviour

We understand that our pupils' happiness requires the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Chilvers Coton School we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

Rewards

We believe that children should be encouraged to behave well and work hard to achieve. We praise and reward children for good behaviour in a variety of ways:

- Staff praise pupils to recognise and reinforce desired behaviours.
- Children are encouraged to praise others.
- Staff can praise children through the use of Class Dojo points
- We celebrate Chilvers champions in our "Sparkle and Shine" assembly each Friday, referring to our school values and how children have shown these.
- Visit to Senior Leader for praise by showing their work and celebrating together.
- Staff regularly award stickers, for good behaviour; promoting our Chilvers Promise and being a Chilvers Champion.
- Staff are expected to use proximal praise to encourage children to display desired behaviours.
- Individuals can be given additional rewards, in line with behaviour plans, e.g. computer time or an agreed reward.

Chilvers Champion Tokens

Values awards are given as tokens throughout the week which children collect collaboratively as a class.
Each week the values token are collected by the School Council and the winning class receives 15 minutes to complete an activity of their choice and interest for collectively being chilvers champions and promoting the most values this week.

Good practice:

- Deal with situations in a calm, firm manner avoiding confrontation where possible (we operate a no shouting policy)

- Give frequent, specific, praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions for negative behaviour (time in with a trusted adult, a restorative justice conversation with the support from the pastoral team)
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Don't leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see
- Children have a fundamental right to play outside so the removal of playtimes/lunchtime play should not be used without permission from the Headteacher

Our Behaviour Process

All staff are trained in restorative behaviour management approaches and we use Tom Sherrington's WALKTHROUGH principles. Positive relationships and reinforcement is the golden thread of our behaviour management.

However; If children do not make positive choices that impact well on their learning, the following behaviour process is followed:



1. AFFIRM POSITIVE RESPONSES

Give positive affirmation to children who meet the expectations before dealing with any who don't.

"Well done to this table; you're ready to learn and listening". "I love how you are using your magnet eyes"

2. **FRAME CORRECTION AS POSITIVE REINFORCEMENT**

The next stage is positive reinforcement of the behaviour expected.

Verbal warning linked to the Chilvers Promise and values. "*Billy, Mo*, I have the right to be heard. *I'd like you both looking this way and listening. Thank you*".

This would be completed twice before moving to the next stage.

Children firstly will need reminders of the behaviours we want to see. These reminders can be verbal or pictorial using Communicate in Print symbols.

3. USE ASSERTIVE CHOICE DIRECTION

If children continue to not follow expectations, a choice direction is given.

"*James, face forwards, concentrating on your work, or move to stop and think.*"

4. NARRATE THE CHOICE AND CONSEQUENCE

Stop and Think

Should the behaviour continue, they will be moved to 'stop and think'. This is an opportunity for children to think about their behaviour and take the opportunity to return to being 'ready to learn' by reflecting on their behaviour choices. The child will be moved to an alternative space in the class to allow them to reflect and reset.

"Ahmed, I have the right to be heard and you are not choosing to listen to me. I need to see you showing me the same respect as you are shown when you are talking. Thank you"

The child and teacher will communicate to reset the approach to learning and discuss the changes that will be made to move forward; clearly outlining the expectations. This is imperative that the child is listened to and their feelings are labelled and validated.

"I understand that you are feeling angry and that is ok and normal to feel that way. However; it is not ok to throw pencils in the classroom because we all have the right to be safe. Our promise is we show gentle hands" When the child has agreed expectations to move forward, they are moved back from 'stop and think' and ready to Learn.

Our staff have all attended emotion coaching training so that they are able to use sentence starters such as 'I can see you feel…' to help children communicate their feelings and wishes in an appropriate way. This helps to deescalate situations quickly as well as meeting individual children's needs.

5. CONSEQUENCES

If after 'stop and think', and the above steps have been repeated, the child's behaviour continues or they behave in a manner that is deemed to be serious, they will be moved to 'consequences'. At this point they will be spoken to by a senior member of staff (often the phase leader) and removed from the classroom for 5 minutes (timer) or receive an appropriate consequence. This

must be recorded in the class behaviour book. This gives the child the opportunity to discuss away from the classroom and reset for the rest of the day.

If there is a serious behaviour incident, children may receive a consequences before the above. Serious behaviour consists of causing physical or emotional harm to another person. This also includes damage to property.

Consequences for behaviour which isn't compliant with our expectations

Staff should always bear in mind that all behaviour is communication and seek to understand why a child is behaving in a particular way. Regular incidents of low and high level disruption can have negative effects on children's learning and progress and needs to be addressed accordingly.

For children with sensory needs, adults will need to provide sensory breaks and resources to support children's individual needs.

If behaviour which is challenging continues and is becoming a barrier to children's learning, it will be necessary for the class teacher to involve parents and work together to help children develop their communication skills so that their behaviour improves. Staff may also want to seek support from SLT or the SENDCO to address any unmet needs or to enable to SENDCO to seek outside agency advice where necessary. Our 'Harbour' room is available during the day to provide children who need it (and where it is identified on their Individual Learning Plan) a sensory/play based break.

Behaviour Support Strategies

At Chilvers Coton, we believe that children cannot reach their full potential without first feeling safe, secure, and happy. We understand that children need to learn the values of good behaviour to develop constructive relationships, self-respect, and respect for those around them.

To support this, we provide a framework for wellbeing, offering children the tools to regulate and understand their emotions and behaviours. This enables them to acknowledge negative emotions while also empowering them to make informed decisions to improve their mood in a constructive way, all while maintaining respect for others.

Additionally, we integrate the 5 Ways of Wellbeing into our curriculum, ensuring that these important principles are woven into daily learning and interactions.



My Happymind

As a whole school program grounded in science and dedicated to building positive mental

wellbeing, my Happymind helps children understand how their brains work and creates a culture that helps to build children's resilience, confidence, and self-esteem. my Happymind also teaches the children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves!



Zone of Regulation

Chilvers Coton is a Zones of Regulation school. This is a programme designed to help children understand and manage their emotions and behaviours, supporting their learning, wellbeing, and social development.

What are the Zones of Regulation?

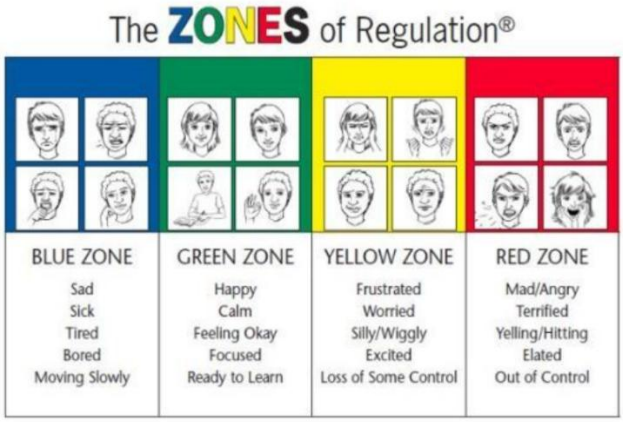
The Zones of Regulation is a framework that categorises emotions and states of alertness into four colour-coded "zones":

Blue Zone – low energy, sad, tired, or feeling unwell.

Green Zone – calm, focused, ready to learn, and happy.

Yellow Zone – heightened alertness, frustration, worry, or excitement; beginning to lose some control.

Red Zone – extremely heightened emotions, such as anger, aggression, or panic; loss of control.



How We Use It at Chilvers Coton

Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or manage being in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.

- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger, and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them (known as their personal **"toolkit"**).

Children are taught to identify their feelings, recognise which zone they are in, and use strategies to move towards the Green Zone, where they are ready to learn and interact positively. Staff use the Zones consistently across classrooms and around school to support emotional regulation and self-awareness.

By using the Zones of Regulation, Chilvers Coton aims to support children in understanding their emotions, building resilience, and developing self-regulation skills that are essential for learning and positive relationships.

Emotional Literacy Support Assistant and Trauma Informed Attachment Aware Schools (TIASS)

At Chilvers Coton, we recognise that children sometimes need additional emotional support to thrive mentally, physically, and academically. To assist children during times of emotional difficulty, we are proud to be an ELSA (Emotional Literacy Support Assistance) Support School. ELSA provides targeted support in areas such as social skills, emotions, bereavement, anger management, and self-esteem.

As a school, we have a trained ELSA Support Assistant and an ELSA Coordinator. ELSA interventions can be delivered in various formats, including whole-class sessions, small groups, or 1:1 support. Parents and staff can identify children in need of ELSA support, and a collaborative approach is taken to set targets for each child. Through a partnership between parents, staff, and children, we work together to build emotional resilience and help children achieve their goals.

Additionally, we incorporate the principles of TIAAS (Trauma-Informed Attachment Awareness School) through emotional coaching, providing further support for children's emotional development and wellbeing.

Exclusions

Persistent breaches of our Behaviour Policy, as a final resort, result in fixed term or permanent exclusion or where there are ongoing/serious incidents of violence/aggression towards staff/peers, permanent exclusion in line with Local Authority guidance and protocol.

We are committed to following all statutory exclusions procedures to ensure that every child

receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Please refer to our Exclusions Policy

Incidents of bullying

Our school works hard to promote the celebration of diversity and equal opportunities and support children to stand up against bullying and any forms of intolerance through our values based curriculum. We take any incidents of bullying and intolerance very seriously and encourage children and parents to always let teachers know of any incidents so we can take action against it.

At Chilvers Coton, we do not tolerate bullying in any form, including online activity. If we become aware of any bullying or intimidation, we act immediately to prevent further incidents, following our established reporting system. We are committed to ensuring that every child can attend school in an environment free from fear, and we consistently encourage children to speak up if they feel they are being treated unfairly.

Anti-Bullying is taught through the curriculum, assemblies, and PSHE lessons. Children are taught about the harmful effects of bullying and how to prevent it. To help younger children understand bullying, we use the 'STOP' method (Several Times on Purpose)

We take into account children's specific needs when dealing with incidents. We take into account our knowledge of any medical conditions and home-life issues, historical or current, when deciding a course of action.

Bullying is defined as the repetitive, intentional harming of one 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
Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobia · Transphobic · Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Additional support and information

If parents and carers are finding children's behaviour challenging at home, a range of support is available and can be accessed through our pastoral team. Our pastoral team can also support classroom staff with strategies and resources to help children develop their emotional literacy and understanding of relationships and friendships. Parents and Carers can also refer their children to our Emotional Literacy Assistant (ELSA) if they notice a change in their behaviour or a change in their home circumstance.

Incidents of behaviour which is concerning will be recorded on our school recording system, CPOMS. This will enable us to notice any patterns in behaviour which is challenging and to provide evidence if a child needs additional support.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

1.1. Education Act 2002

1.2. Equality Act 2010

1.3. Educations and Inspections Act 2006

1.4. Health Act 2006

1.5. The School Information (England) Regulations 2008

1.6. DfE (2016) 'Behaviour and discipline in schools'

1.7. DfE (2018) 'Mental health and behaviour in schools'