CHARTRIDGE COMBINED SCHOOL

Positive Behaviour and Discipline Policy

This policy was adopted by FGB – December 2025

The policy is to be reviewed by December 2026

Positive Behaviour & Discipline Policy

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POSITIVE BEHAVIOUR AND DISCIPLINE POLICY

AIMS

Chartridge Combined School aims to provide a happy, safe and secure environment for all. The aim of the Positive Behaviour and Discipline Policy is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

It is a statement of good practice that covers all the aspects of our school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

- To promote self-discipline and proper regard for authority among children
- To encourage good behaviour and respect for others and prevent all forms of bullying among children
- To lead by example
- To ensure children's standard of behaviour is acceptable
- To regulate children's conduct

EXPECTATIONS

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community. Our values are built on mutual trust and respect for all. The school behaviour policy is designed so that all members of the school can live and work in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn, working together in an effective and considerate way.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- The school wants to set good habits early: to help children establish regular attendance and good behaviour from the start, involving parents in the process.
- To examine the case for early intervention, so that it is clear that underlying difficulties or needs are addressed and that repeated behaviour or unexplained attendances are not to be tolerated.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.
- The school rewards good behaviour, as it believes that this will develop an ethos of pride and citizenship. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

CHARTRIDGE SCHOOL RULES (as per 'The Chartridge Way'):

- ❖ Be ready.
- ❖ Be respectful.
- ❖ Be safe.

These rules were discussed and agreed by pupils in 2019; they are reviewed with the School Council annually.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school in a positive and secure environment. Please refer to our Anti Bullying Policy which deals specifically with this behaviour.

RACISM

The school does not tolerate racism of any kind. If we discover that an act of racism has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school in a positive and secure environment.

PREJUDICE

We take prejudicial behaviour extremely seriously and all governors, staff, pupils and parents should be aware that it will not be tolerated and that sanctions will be applied to the perpetrators. The Headteacher reports all incidents to the Governing Body within the Head's termly written report. Any of the following protected characteristics are protected from discrimination and harassment:

- Race
- Disability
- Sex
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity*
- Age*
- Marriage and civil partnership*

*For staff only

USE OF REASONABLE FORCE

All members of staff are aware of the guidance regarding the use of force by teachers, as set out by the DFE document 'Use of Reasonable Force' (July 2013). All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006), usually used either to control or restrain. Staff will only use reasonable force as a last resort, eg when a child is endangering him/herself or others, causing damage to property or is causing disorder. At that time, minimal force will be used. All incidents leading to a child being positively handled will be recorded in the bound incident book. Physical intervention can be upsetting for staff as well as pupils. Both will need time to recover and opportunities to review at a level appropriate to them. Staff debrief is also key to considering what happened / why, planning supports for the future and hopefully avoiding other incidents.

ATTENDANCE

A core component part of behaviour is attendance. Absence in term time is only ever authorised in the very extreme of circumstances. Please refer to our Attendance Policy.

DRESS CODE

Part of good behaviour is adhering to the school dress code, designed to create a smart and purposeful environment. We expect all pupils to follow our dress code which is detailed in our Uniform Policy. All staff are expected to reinforce this and to lead by example.

REWARDS

Statement

We consider it important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour and attendance and adherence to the expected standards of behaviour. It is expected that good standards of behaviour will be encouraged through a balanced combination of rewards and sanctions within a positive school ethos. It is important to develop and maintain consistency in the application of the reward system.

Implementation

Examples of informal rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort will include:

- Praise
- House points
- Values certificates
- Phone call
- End of year awards

Other possible strategies may include

- Stickers
- Dojo Points
- Positive behaviour charts
- Golden Time

SANCTIONS

Statement

Teachers have the right to teach and children have the right to learn. Children who break our school rules stop teachers from teaching and stop themselves and others from learning.

Children have a right to expect fair and consistently applied sanctions for inappropriate behaviour and which make a clear distinction between serious and minor behaviours. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future.

Children often misbehave because they feel upset. One reason for this can be to help attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get attention. All our teaching and support staff try hard to make time for children and give them individual attention when needed.

We keep records of incidents and, if a pattern is shown to be forming, then class teachers will discuss their observations with SLT and parents to provide support and understanding in an attempt to reduce the incidents of their child's behaviour. It may be necessary that school staff seek support from agencies to help understand the child's behaviour.

There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. A record should be kept on SIMS of the level of intervention needed for the child to take control of their own behaviour (B3 and above) so that over time improvements can be seen. This is periodically tracked and analysed.

There will be occasions when this is not possible if a child or adult is in danger.

If a child experiences extreme or prolonged behavioural difficulties they may need the support of a Pastoral Support Programme (PSP).

Behaviour Ladder
Levels of sanction and corresponding behaviours

	Behaviour examples	Possible consequence
B1	Calling out Answering back Not listening or not respecting the opinion of others Distracting others - muttering, fidgeting, fiddling Work avoidance including missed homework Not sitting appropriately when asked to do so Not wearing school uniform appropriately Running in corridor rather than walking Pushing in line, especially the lunch queue	Reminder and then Warning while rewarding others Time out if needed (appropriate to age)
B2	Any repeated B1 Behaviour Child being rude to an adult Mistreating other people's property Drawing on tables, chairs or other property Refusing to carry out a reasonable request Being in the school without permission at break times	Time out (make up learning time in own time) Repair time (with member of staff) Possibly mention to parents at end of day
B3	Any repeated B2 Behaviour Refusal to co-operate with a sanction Provocation – emotionally and physically Swearing with intent Personal insults Retaliation Inappropriate drawing/writing Inciting somebody else to do the wrong thing Wilful, proven lying Threatening behaviour	15-minute reflection time at next available break Parents informed at the end of the day Incident recorded on SIMS Restorative conversation
B4	Any repeated B3 Behaviour Fighting Spitting Racism Any other form of discrimination or prejudice Bullying (including cyber bullying) Physical violence unprovoked Harassment – physical or verbal Damaging property intentionally Stealing Confrontational behaviour Leaving the premises without permission Premeditated physical violence Any isolated, serious incident	A minimum 30-minute lunchtime detention at next available break with a member of SLT Possible classroom removal for a period of time Parents informed at the end of the day Incident recorded on SIMS Restorative conversation Possible suspension if incident is very serious
B5	Any repeated B4 Behaviour Possession of harmful substances or weapon with intent	Permanent exclusion

ADDITIONAL SUPPORT AND CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

We expect all children at Chartridge Combined School to adhere to the Behaviour policy. However, this will be more difficult for some children at certain times.

Children with behaviour difficulties (at School Support) may:

- Have regular meetings with their parents/carers and SENDCo to discuss progress
- Have targets for improved behaviour on their Pastoral Support Programme (PSP)
- Have an incentives reward chart
- Have a home-school communication book

Children who have a Health and Care Plan may need reasonable adjustments to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet the expectations without additional support. A formal meeting should take place every term between parents/carers and school staff. For some children, often classified as having Social, Emotional and Mental Health difficulties, the school will need to respond in a way that is additional to, or different from, other children in order to positively manage their behaviour.

The school will endeavour to liaise with external agencies that may be able to offer support and advice for staff dealing with children who exhibit particularly challenging behaviour. The agencies include: Family Support Service, Pupil Referral Unit, Educational Psychologist, School Nurse team, Child and Adolescent Mental Health Centre (CAMHS).

THE ROLE OF PARENTS

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- The school rules are explained in the school information booklet, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school as set out in the home-school agreement. We endeavour to build a supportive three-way dialogue between carer, child and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Chartridge Combined School encourages parents to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Parents and children will be aware that the school has an equal opportunities policy and will monitor the impact of their policies and procedures on different groups (by race, gender and disability).

THE ROLE OF GOVERNORS

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the school in carrying out these guidelines.

The Headteacher has day to day authority to implement the school behaviour and discipline policy in full, but the Headteacher may seek advice from the Governing Body representatives as appropriate about particular disciplinary issues. The Headteacher may take this into account when making decisions about matters of behaviour.

MONITORING

The school keeps a variety of records of (B3+) incidents of misbehaviour.

- Class teacher records classroom incidents on SIMS. If an MDS or LSA wants to record an incident they should ask the class teacher.
- The SLT reviews behaviour logs from SIMS periodically.
- The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.
- The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- All incidences of racism, sexism and homophobia are monitored and reported on individually in accordance with our Equal Opportunities Policy.

FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

At Chartridge Combined School we follow the County guidelines for fixed term and permanent exclusions. These are published on the schools web on:
https://schoolsweb.buckscc.gov.uk/behaviour-wellbeing/exclusions-procedures/

Further guidance is available here: https://schoolsweb.buckscc.gov.uk/behaviour-wellbeing/exclusions-procedures/exclusions-and-reintegration/buckinghamshire-council-exclusion-guidance/buckinghamshire-council-exclusion-guidance/

The guidelines in turn are based upon the DFE Guidance (September 2022).
https://www.gov.uk/government/publications/behaviour-in-schools--2

- Only the Headteacher or the deputy Headteacher have the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- The procedure for fixed term suspension is taken directly from the County Website and adopted as school procedure.
- The procedure for permanent exclusion is taken directly from the County Website and adopted as school procedure.

- The governing body itself can neither exclude a pupil nor extend the suspension period made by the Headteacher.
- The governing body has a discipline committee which is made up of between three and five members. The committee considers any suspension/exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider suspension/exclusion, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring of Exclusions

The County guidance for monitoring Exclusions is adopted by the Governing Body of Chartridge Combined School

- The Headteacher keeps a record of any pupil who is suspended for a fixed term or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

REVIEW

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations or if the Governing Body receives recommendations on how the policy might be improved.

This Policy also relates to:

- Anti Bullying Policy
- Attendance Policy
- School Prospectus
- Staff Handbook
- SEN and Inclusion Policy
- Home-School Agreement
- E-safety policy
- Equal Opportunities Policy