



## Chesterfield Behaviour for Learning Guidance 2024- 25

**Our behaviour for learning guidance is to be read alongside our Connect Behaviour Policy, which outlines aims in detail.**

This guideline sets out a framework within which our school proactively promotes and rewards good behaviour, and manages behaviour that is not acceptable.

Chesterfield Primary School is committed to providing an education of the highest quality for all pupils. We believe:

- Everyone in school has the right to feel safe both physically and emotionally
- Everyone in school has the right to be treated with respect
- Everyone in school has the right to learn without distraction
- We support pupils on how to manage their emotions and behaviours
- Positive experiences create positive feelings
- Positive feelings create positive behaviour

We believe the adults in school should lead by example and be good role models for the children in their relationships and the way that they speak to others. This approach supports a culture of understanding, respect and good manners and will help to foster good relations between everyone in school, leading to better collaboration, attitudes and learning.

School staff will maintain clear boundaries and expectations around behaviour and will challenge the behaviour of any pupil or adult which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property. This includes all forms of bullying or racism.

### **Our approach to behaviour:**

**Inclusive approach:** We adopt an inclusive approach and adapt our behaviour management strategies to meet the needs of the child.

**A therapeutic approach:** We believe that behaviour is a form of communication of an emotional need, whether conscious or unconscious. We take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

**Preventative behaviour management approach:** We focus on de-escalation and preventative strategies rather than focusing on reactive strategies. We take opportunities to build positive relationships with children in order to recognise triggers and know each child well. We believe in a culture of connection, respect and value for all members of the school community.

**Restorative approach:** The purpose of a restorative approach is to revisit the experience with a student that is calm, relaxed and reflective where they will be able to retell and explore the event with a changed set of feelings. Calm down time must be given



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before reflection, repair and restore. We encourage our children to take responsibility for their own behaviour and support them by giving them the resources and time to practise good behaviours, as and when necessary. We enable children to put mistakes right and support them to make good behaviour choices.

### **Chesterfield Core Values**

#### **Respect, Resilience, Responsibility, Kindness**

The Chesterfield Core Values are displayed in the classrooms and around the school. These are embedded and referred to when communicating everyday with pupils.

Pupils displaying our values may be chosen to receive a values sticker and mention during our weekly assemblies.

### **Choices Consequences and rewards**

Each classroom displays a Behaviour for Learning Flowchart (Appendix 1). Through consistent delivery of appropriate consequences, pupils are encouraged to make positive choices. The school recognises and celebrates positive behaviours. Good behaviour is celebrated through the use of verbal praise, stickers, certificates, postcards home and during weekly achievement assemblies.

We use Class Dojos as our whole-school reward system (Appendix 2) to encourage and reward positive choices. Children collect Dojo points and work towards rewards for the number of points they gain.

Parents/carers will be informed if their child has received a consequence in response to an unacceptable behaviour choice. Consequences for persistent poor behaviour choices are outlined in Appendix 1 and the Connect behaviour policy.

### **Behaviour around the school**

School staff support and model expected behaviour around the school. Pupils are encouraged to walk quietly and safely through the corridors and on the staircase. Staff model and supervise games in the playground. Short whistle blows, informs pupils when to stop and line up in the playground, ready to go back to class.

Staff will spot and reward good behaviour choices around the school.

### **Recording incidents**

All concerning behaviour incidents are recorded on CPOMs– Child Protection Online Management System

CPOMS is used by all staff to communicate and monitor behaviour, child protection, safeguarding and student information. This online system allows instant communication between staff.



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More Detail on how and what incidents are recorded can be found in our Connect behaviour policy.

### **Supporting behaviour for learning**

All staff can access a school phone and request support at any time from a member of the senior leadership team/school business manager/SENCO/Child Protection Officer (7777)

#### **School mentors**

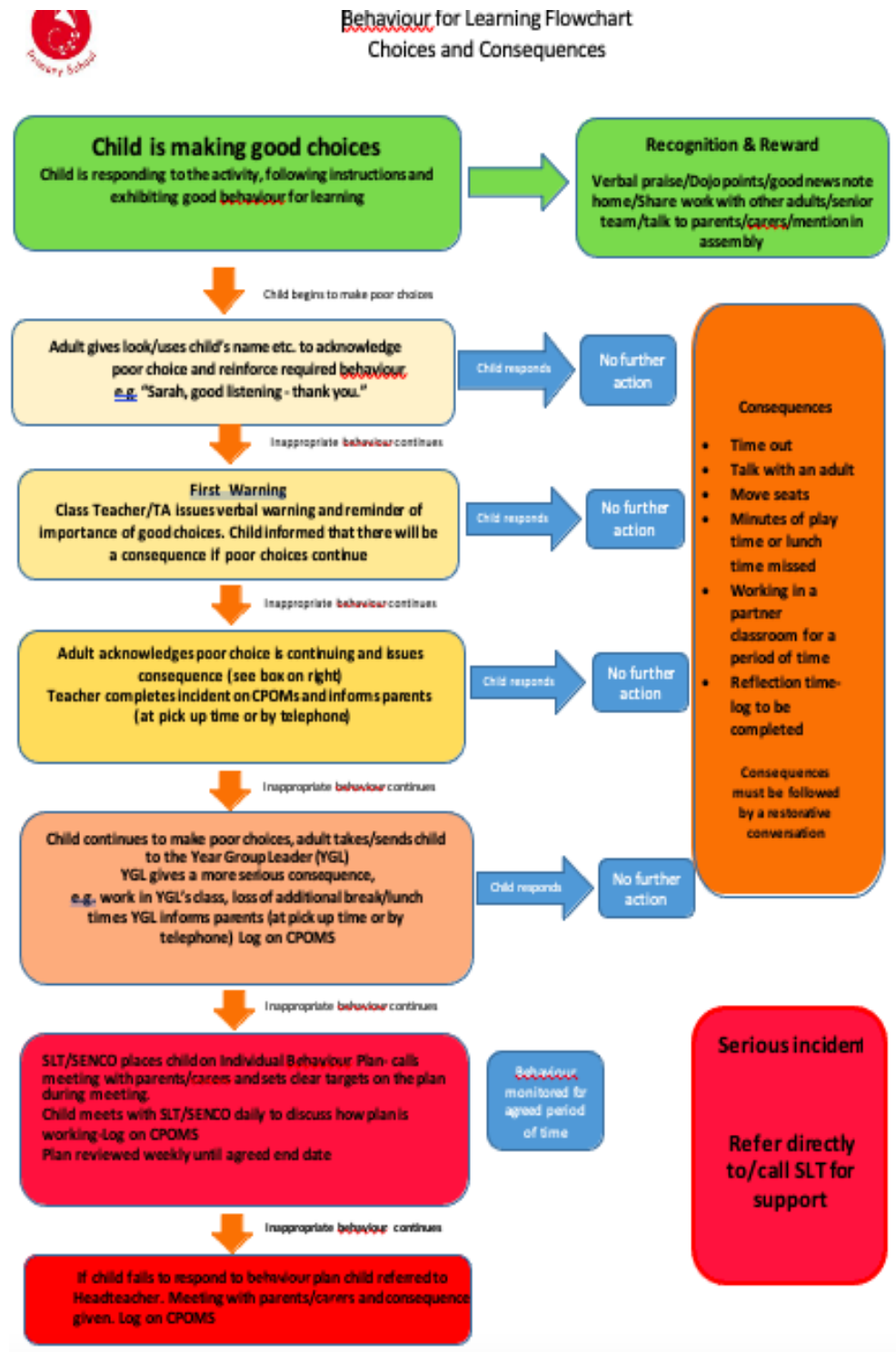
The school has a team of Learning Mentors who are trained to support staff and pupils with behaviour strategies and therapies. They provide behaviour interventions and programmes for individual children.

The Headteacher, Deputy Headteachers and Assistant Headteachers, will make regular visits to classes, as well as the playgrounds, halls and corridors to monitor behaviour and learning.

#### **Parent Support Advisor**

Chesterfield has a Parent Support Advisor who can offer additional behaviour support for families.

Appendix 1



# CLASS DOJO

A green, cartoonish character with a black headband and a wide smile, holding a blue ribbon that forms the letter 'J' in 'DOJO'.

## POINTS AND REWARDS

**25**

**DOJO STICKER**

**50**

**10 MINS EXTRA PLAYTIME  
(WITH A FRIEND)**

**75**

**CHOOSE A PRIZE FROM  
THE PRIZE BOX**

**100**

**CAKE AND HOT CHOCOLATE  
WITH THE HEADTEACHER**