

Henry Chadwick Community Primary School

School Lane, Hill Ridware, Rugeley WS15 3QN
Tel: 01543 490354

Headteacher
Mrs V Barnes

Website: www.henrychadwick.staffs.sch.uk
E-mail: office@henrychadwick.staffs.sch.uk



Consultation
Collaboration
Support

Behaviour Policy 2026-2027

"Learn to Live" - A Restorative School

Mission Statement

Henry Chadwick is a community that nurtures and supports every child; values everyone's unique worth and contribution; empowers every member to achieve their fullest potential and opens up a world of opportunities. It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning and where care and respect build self-esteem and self-belief.

Core Values - RIGHT

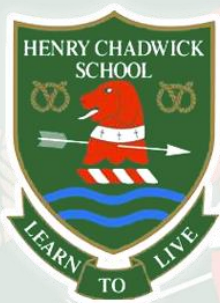
- Respect
- Inclusive
- Good Manners
- Honesty
- Thoughtful

These values underpin our expectations for behaviour and relationships across the school.

Safeguarding and Inclusion Commitment

We believe every member of our school community should have an equal opportunity to thrive, regardless of race, gender, ability, disability, sexuality or social background. We are aware that children from certain groups may be at increased risk of bullying or child-on-child abuse. Our behaviour policy is inclusive and aligned with safeguarding principles to ensure all children feel safe, supported, and respected.

Every day counts..... Every minute matters.....



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Restorative Approaches Philosophy Statement

Effective Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Approaches acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Aims

- Create a consistently orderly and safe environment
- Promote positive behaviour and emotional wellbeing
- Embed restorative practice across all interactions
- Ensure fair and inclusive treatment for all pupils
- Align behaviour responses with safeguarding and anti-bullying protocols

Promoting Positive Behaviour

We use a range of strategies to celebrate and reinforce good behaviour:

- Verbal praise and recognition
- Weekly certificates (Star of the Week, Handwriting Hero, Learning Powers Hero)
- Daily texts to parents for exceptional behaviour
- Celebration assemblies for achievements in and out of school
- Medal rewards for RIGHT Behaviours

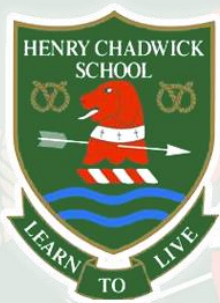
Responding to Unacceptable Behaviour

We expect pupils to make RIGHT choices. When behaviour falls short, we will use a five-step system to guide children towards making the right choices.

The Five Step System

Within school we use a five-step system for negative behaviour:

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Actions

1) Reminder

A reminder of the RIGHT rules (Respect, Inclusive, Good Manners, Honesty and Thoughtful). This needs to be delivered privately where possible. Repeat reminders if reasonable adjustments are necessary - take the initiative to keep things at this stage.

2) Caution

A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and the consequences if it continues. "Think carefully about your next steps".

3) Last Chance

Speak to child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. This can be a conversation at playtime.

4) Time Out

Time out might be a short time on a spot, or at the side of playground, somewhere else in school etc. This is a few minutes for the child to calm down and reflect - it's not a punishment.

5) Repair

This could be a quick chat to talk about what has happened and reflect (restorative justice), complete a reflection log or it could be a more formalised meeting. This repair may happen at any time during the school day in order to ensure children's learning time is not impacted.

Stages of intervention

The school's discipline procedures can be summarised into five stages:

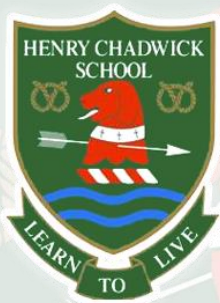
Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate. If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Deputy Headteacher or Headteacher, stating the reasons why.

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Stage 3

- Discussions between the Deputy Headteacher or Headteacher and parents, involving the child as appropriate, to try and resolve the problem.

Stage 4

- A contract may be agreed between school, parents and child. This may be done in conjunction with the Trust Behaviour Specialist. If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5

- The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

Persistent or extreme poor behaviour

Persistent breaches of the school rules will need to be brought to the attention of the Headteacher. The Headteacher can impose further sanctions.

For example:

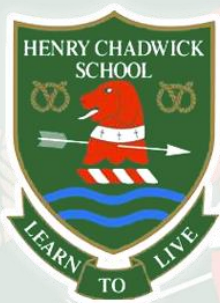
- Fixed term suspension
- Permanent exclusion

Suspensions and permanent exclusions will be carried out in accordance with LA policy and Governors directive and be used in only the most serious cases. Suspensions should provide a period of time for the consideration and solution of a problem. A short suspension allows an opportunity for all interested parties to come together. In some cases, alternative provision or a managed move may be considered in agreement with parents, the Trust Behaviour Specialist and the LGB.

Prior to the suspension or permanent exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering a suspension is reached unless in response to a serious incident
- Full consultation with all relevant staff
- Involvement of the child where appropriate including reasons for action taken

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Safeguarding and Child-on-Child Abuse

The school does not tolerate child-on-child abuse of any kind. This includes:

- Physical or emotional harm
- Discriminatory behaviour
- Sexual harassment or violence
- Online abuse or bullying by proxy

All incidents are treated as potential safeguarding concerns. Staff are trained to identify non-verbal signs and alternative indicators of abuse. Immediate action is taken to protect pupils and prevent recurrence.

Restorative Questions

To address challenging behaviour:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- What needs to happen to make things right?

To support those harmed:

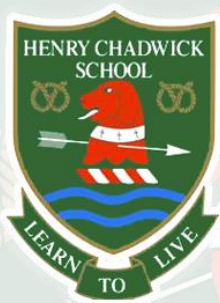
- What did you think when it happened?
- How has it affected you?
- What's been the hardest part?
- What needs to happen to make things right?

Parental Partnership

Parents are vital partners in promoting positive behaviour. We ask parents to:

- Support school expectations and restorative approaches
- Monitor for signs of distress or behavioural changes
- Communicate concerns promptly and respectfully
- Reinforce RIGHT choices and school values at home

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Monitoring and Review

- Behaviour incidents are tracked and reviewed by SLT
- ABC forms may be used to assess patterns and triggers, with parental consent
- Exclusions are reported to the LGB
- Policy effectiveness is reviewed annually
- Safeguarding and anti-bullying policies are cross-referenced

Linked Policies

- Anti-Bullying Policy
- Safeguarding Policy
- Online Safety Policy
- Sexual Harassment Policy
- Child-on-Child Abuse Policy
- Complaints Policy
- Inclusion Policy

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