

Dear Parents and Carers,

Please find attached guidance about Henry Chadwick's new behaviour policy – the full policy is available on the website. We are committed to creating a safe, calm and respectful environment where every child can learn, thrive and feel valued. As part of this commitment, we are updating our behaviour policy and moving away from our traffic light behaviour system to a clear, restorative five-step approach. The following information explains why we are making this change and what it will mean for your child.

Why are we changing?

Research and guidance suggest that public behaviour systems, such as traffic light approaches, can sometimes have unintended consequences. Children can feel embarrassed or labelled when their behaviour is displayed publicly, and these systems do not always help children learn the skills they need to improve their behaviour.

Instead, evidence shows that the most effective behaviour approaches:

- Teach children the behaviours we want to see.
- Focus on building positive relationships.
- Provide clear and consistent expectations.
- Encourage children to reflect on their actions.
- Help children repair relationships when things go wrong.
- Are applied consistently across the whole school.

Our new system aligns with these principles and reflects our commitment to a restorative approach where we separate the behaviour from the child.

Our School Expectations

We continue to expect all children to adhere to our RIGHT rules

R - Respect

I - Inclusion

G - Good manners

H - Honesty

T - Thoughtfulness

These expectations will be explicitly taught, modelled and reinforced throughout school.

The Five-Step Behaviour System

When a child makes inappropriate choices, staff will follow a clear and consistent process which is displayed clearly in all classrooms and shared working areas.

Step 1: Reminder

The child receives a reminder about our school RIGHT rules.

Staff will redirect behaviour positively and discreetly wherever possible.

Step 2: Caution

The child receives a clear warning that their behaviour is not meeting expectations.

Staff will explain what needs to change and remind them of the next step if the behaviour continues.

Step 3: Last Chance

The child is given a final opportunity to improve their behaviour.

This includes a private conversation, positive encouragement and support to make a better choice.

Step 4: Time Out

The child is given a brief opportunity to pause, regulate and reset.

This may involve spending a few minutes in a designated area or another suitable space. Time Out is not intended as a punishment; it is an opportunity to regain self-control and return ready to learn.

Step 5: Repair

Once calm, the child takes part in a restorative conversation.

They will reflect on:

- What happened.
- Who was affected.
- How they can put things right.
- What they will do differently next time.

The focus is on learning from mistakes and rebuilding relationships.

What are the benefits of this approach?

The new system:

- ✓ Provides clear and consistent expectations for all children.
- ✓ Focuses on teaching positive behaviour rather than simply identifying poor behaviour.
- ✓ Helps children develop self-regulation and responsibility.
- ✓ Protects children's dignity by addressing behaviour privately where possible.
- ✓ Supports positive relationships between pupils and staff.
- ✓ Encourages reflection and making amends when mistakes are made.

How will we promote positive behaviour?

We use a range of strategies to celebrate and reinforce good behaviour which are included (but not limited to) the list below:

- 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

Supporting Children Who Need Additional Help

We recognise that some children may need additional support to succeed.

Where behaviour difficulties are persistent, we will work closely with parents and carers to understand the reasons behind the behaviour and identify appropriate support strategies. This may include meetings with school leaders, personalised plans or support from specialist services.

Working Together

Positive behaviour is most successful when school and home, work in partnership. We encourage parents and carers to:

- Talk positively about our school values.
- Discuss behaviour choices and consequences with your child.
- Encourage children to reflect on mistakes and learn from them.
- Contact us if you have concerns or need support.
- Together, we can help every child develop the confidence, self-discipline and resilience they need to succeed.

We thank you all for your continued support and welcome and feedback you may have.

Thanks,

Mrs Barnes and Mrs Phillips