

Behaviour In a Nutshell

Vision

At Charter School, everyone values working together to become imaginative and creative learners through inclusion, respect and kindness. We are curious in our discovery of the world and challenge each other to succeed.

What is our approach?

At Charter, the child is at the heart of everything we do. Trauma- informed means we understand all behaviour is communication. We believe that relationships are the key to building trusting and respectful behaviours. At Charter, we take the time to talk to all children about their behaviour. Using a restorative approach, means we support children to learn from their behaviour using restorative conversations and help them to understand the impact it has on others.

Create, Discover, Succeed Together

Pupil Expectations:

We keep ourselves and others safe
We are ready to engage in all aspects of school life
We are empathetic and kind

Staff Expectations:

We value our relationships with children and their families
We strive to understand the function behind a child's behaviour
We consistently model the behaviour we wish to see
We always give children a fresh start as required

Enabling beliefs

- We all want the best for the children
- Every day is a new school day
- All voices matter
- Everyone is responsible for children's learning and experience

Positive Behaviour Rewards

- Celebration assemblies
- Happy Pings (messages home to parents)
- In class rewards such as stickers, stampers and verbal praise
- 'Ping is proud of you' certificates
- Whole class reward- 'Gems in a jar'
- Charter Champions chosen by the Headteacher and Deputy Headteacher for always following Charter expectations. Charter Champions will receive a badge as well as a special breaktime with the Headteacher and Deputy Headteacher

Anti- Bullying

Bullying is persistent action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Talk to your class teacher immediately if you have concerns about bullying. If you have online bullying concerns, there is an anonymous worry button on our school website.

My Happy Mind

At Charter we use My Happy Mind to understand how our brain works and how to ensure we look after it so that we can manage our emotions and be at our best. In the meet the brain section, we learn about the different parts of the brain: amygdala, pre-frontal cortex and hippocampus and how they work in different situations.

Graduated approach to behaviour

- Reminder of Charter expectations
- Emotion coaching may be used: the child is reassured that it is okay to feel that emotion and their behaviour is not.
- Offered a reset
- Given time to follow instruction
- Access a different classroom to complete learning
- SLT to support for persistent disruption or serious physical violence
- Children may be given a different safe space to access playtimes and lunchtimes
- Restorative conversation

We will adapt our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some children this approach will require an individualised emotional regulation approach. This will look different for different children, dependent on need.

What is a restorative conversation?

Conversations follow a similar pattern of questions: What happened? How did it make you feel? How did it make others feel? How could we put this right? What could we do differently next time?

This conversation happens when all children involved with the incident are ready and regulated and a conversation is had with all parties involved.