

Managing Behaviour At Charmouth

At Charmouth Primary, clear expectations and consistent routines create a calm, safe environment where every child can learn, grow and succeed. We are Ready, Respectful and Safe – every day.



At Charmouth, we expect all pupils to be:

Ready	Respectful	Safe
Learn, listen and try your best.	Use kind words, show kind actions, and have respect for property.	Follow adult instructions first time. Show safe hands and safe movement.

Non-Negotiables



Adults' instructions are followed first time.



Disruption to learning is not acceptable.



Unsafe behaviour results in immediate senior involvement.



Repeated behaviour leads to escalating consequences.

Rewards

At Charmouth Primary, we prioritise recognising and reinforcing positive behaviour. Praise, encouragement and celebration help children understand what is expected and build a calm and respectful culture.



Public praise



House Points



Pebbles in class bucket



Celebration Certificartes



HoS Award

Rewards are given when pupils consistently show they are:

- Ready – focused, trying their best and prepared to learn
- Respectful – kind, polite and considerate to others
- Safe – following instructions and making sensible choices

We also focus on our wider school values:

- GROW**
- UNDERSTAND**
- COLLABORATE**
- RESPECT**
- INSPIRE**

Clear Escalation

Where behaviour falls below expectations, we respond calmly and consistently. Consequences are applied to protect learning, maintain safety and reinforce standards. Our approach is fair, predictable and focused on helping pupils reflect, repair and make better choices next time.

Level	1	2	3	4	5
	Level 1 Low-Level Disruption	Level 2 Persistent or Deliberate Disruption	Level 3 Serious Behaviour	Level 4 Unsafe Behaviour	Level 5 High Risk Behaviour
Examples	Calling out, chatting, off-task Poor effort or presentation Minor refusal Unkind comments Play fighting / minor physical contact	Repeated disruption affecting learning Refusal to follow instructions Disrespectful language Leaving classroom briefly	Swearing at others Targeted unkindness Deliberate damage to property Threatened violence Repeated refusal Physical behaviour	Physical assault Racist, sexist or homophobic language Possession of harmful object Leaving site	Serious injury Racist, sexist or homophobic language with understanding of meaning Proven and persistent bullying
Actions	Private Reminder Reflection in class (time in) Move within class Move to another class Communicate with Parents If repeated, 5 minute break loss	Remove individual from situation 15 minute loss of break/lunch Same-day parent contact Reflect, repair, restore HoS awareness	Immediate SLT involvement Removal from class Same-day parent contact Formal parent meeting Behaviour contract / report card Consider internal suspension	HoS oversight Same Day Parent meeting Internal or fixed term suspension	Fixed term suspension Trust/External agency involvement Safeguarding escalation

Escalation for repeated behaviours

This is not an exhaustive list and is intended to indicate some of the behaviours and actions that would be reasonable in each case.

Routines



At the start of the day

- Greet the adult
- Walk in silently
- Begin starter task immediately
- Adults will greet me at the front door and my teacher will welcome me at the classroom door.



Going to the Toilet

- One person at a time
- Quick return
- Respect space
- Adults will ensure that only one child is sent at a time.



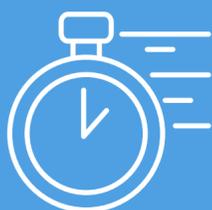
In Class

- We raise our hand to speak
- We follow instructions first time
- We stay in our seat unless given permission
- Adults will use clear rewards, praise or escalation to show expectation.



At the End of Day

- Tidy workspace
- Sit quietly
- Listen for dismissal
- Leave calmly at the same time
- Walk to the playground for dismissal
- Adults will help children to have a calm transition.



At the end of a lesson

- Stop when instructed
- Pack away quietly
- Lining up
- (1) Stop and look
- (2) Stand behind chair
- (3) Silently line up
- Adults will say 1, 2, 3 for lining up routine. Set high expectations.



Moving around school

- We walk calmly on the left
- We keep hands and feet to ourselves.
- We respect property and displays
- Adults will remind children of expectations and use rewards and escalation as needed.



At Lunch Time

- We stay seated while eating
- We use quiet voices
- We remain in the hall until dismissed
- Adults will have high expectations.



Assembly

- We line up quickly and quietly
- We walk in silence
- We have our hands by our sides
- We have eyes forward
- We sit where directed, calmly and without talking
- We show we are Ready by listening from the first moment
- Adults will give reminders and model listening behaviours.



At Playtime

- We follow our line out calmly
- We play safely and include others
- We use kind words and kind hands
- We follow playground game rules.
- We look after equipment and return it when asked
- If there is a problem, we try to solve it calmly or ask an adult for help.
- Adults will actively supervise, support positive play and step in early if needed.
- Adults will use clear reminders, rewards and escalation to hold high expectations.



End of play or lunch

- When the bell rings at the end of play or lunch. We stop, walk calmly and silently to our line or classroom.
- Adults will walk in and ensure that children are following expectations. They will be sent back to start again if they are not meeting expectations.

SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age.

At Charmouth Primary we understand that children may experience a wide range of complex needs including social, emotional and mental health, Autism, attention deficit disorder, attention deficit hyperactive disorder or attachment-based difficulties. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these needs may affect a child's behaviour in school.

We always do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. All members of staff understand the need to make the adjustments when dealing with the behavioural needs of pupils with SEND, particularly regarding consequences.

If a member of staff feels that some apparent poor behaviour may be due to an undiagnosed special need or learning difficulty, they must seek advice from the SENDCo.

Menu of Support

Regulation Support	Structural Adjustments	Partnership and Specialist Support
<ul style="list-style-type: none">• Relational support plan• Time-limited safe space to regulate• Emotional literacy support• Zones of Regulation reminders• Short movement breaks• Sensory regulation strategies• Pastoral support intervention• Guided breathing or regulation scripts• Social stories• Friendship or conflict-resolution sessions	<ul style="list-style-type: none">• Daily adult check-in / check-out• Visual timetables / task breakdown• Behaviour report card (daily/weekly targets)• Individual behaviour contract• Structured transition support• Supervised play plan• Staggered break times (short-term)• Risk assessment for high-risk behaviour• Reduced timetable (short-term and structured)	<ul style="list-style-type: none">• Parent strategy meetings• SENDCo review• FSA involvement• Reintegration meeting• Trust SEMH lead support• Case review meetings• EHCP/PLP reviews