



St Mary's CE Primary School

Positive Behaviour Policy

Jesus said, "Love one another as I have loved you."
(John 15:12)

Our Vision

As we love, we flourish
As we flourish, we aspire
As we aspire, we achieve
Together, we are a family.

Friendship, Compassion, Hope, Wisdom,
Community, Endurance.

Through our daily school life at St Mary's Church of England Primary School we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically, allowing them to achieve and flourish and fulfil 'Life in all its Fullness.' (John 10:10). We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope to aspire to be the best they can possibly be.

It is the policy of St Mary's CE Primary School to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion. (See Exclusions Policy).

This policy is supported by statutory guidance from the Department for Education: [Behaviour in Schools Guidance Sept 2022](#)

INTRODUCTION

Our Vision Statement

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family

At St Mary's CE Primary, our Vision places our Christian values of '**Friendship, Compassion, Hope, Wisdom, Community and Endurance**'.at the core of everything we do.

These Christian values are embedded into the fabric of every aspect of school life, creating a clear and distinctive Christian ethos that underpins every thought, decision and action. Each value is modelled and demonstrated by staff through the way they act, speak to and behave towards every member of the St Mary's family. Our expectation is that our children and wider school community demonstrate our Christian values which are common to all faiths and none.

At our school, we are committed to enabling all children to have equal and a successful access to a good quality education. Part of this commitment is about establishing high standards of behaviour at all levels throughout the school.

Through our daily school life, we encourage our children to build respectful friendships and demonstrate compassion and a sense of community towards others.

We also promote and encourage our children to develop and demonstrate a sense of pride in all that they do, to treat and love each other as Jesus loved them and to uphold the values that are important to our school community. This we believe will enable our children to become the best they can be.

Our Positive Behaviour Approach

The way in which adults and children conduct themselves has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to promoting positive behaviour is essential and will impact successfully on the social, emotional and learning aspects of our school.

At our school, promoting positive behaviour is a collective responsibility between parents, staff, the governing body, children and wider school agencies. It is vital that our Positive Behaviour Policy is:

- **clear**
- **well understood** and
- **consistently applied.**

It is important that we create an atmosphere where children develop social and moral awareness, are sensitive to the needs of others and demonstrate respect and consideration for other people and property.

It is also important that we praise and reward positive behaviour and work hard to maintain fairness and a consistent approach, whilst promoting and encouraging our children to be self-disciplined and to self-regulate. By promoting positive behaviour, we build children's self-esteem and help develop secure personal relationships.

Key Positive Behaviour Principles:

- Our behaviour approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- All adults will set excellent examples to all of our children
- Children will be given a sense of personal responsibility for their own actions.
- Effective communication at all levels throughout the school are vital
- Individual Education Plans (IEPs) or Pastoral Support Plans (PSPs) will be developed in conjunction with the Inclusion Manager as required.
- We will work in partnership with parents to develop effective strategies that promote good behaviour.
- Additional advice and support from external agencies will be sought as required.
- We will stay abreast of training and newly developed initiatives and strategies that impact positively on children's behaviour and attitudes and apply these as appropriate to the needs of our school.

Rights and Responsibilities

We fully recognise that high standards are best promoted when everyone has a shared understanding of what is acceptable and unacceptable behaviour. We have therefore linked our Positive Behaviour Policy to our commitment to being a Rights Respecting School and we incorporate the United Nations Convention on the Rights of Children (UNCRC) to ensure that children know their rights but also behave in a manner that respects the rights of others.

RIGHTS & RESPONSIBILITIES

We all have the **right** to:

- feel safe in our school in order to promote effective learning.
- work and learn together to the best of our ability.
- be treated with dignity and respect.
- access our rights as laid out in the UNCRC

and...

We all have the **responsibility** to:

- look after, listen to and make time for each other
- be honest
- help and encourage each other
- try our best and have a go
- be polite and courteous
- resolve conflict promptly and peacefully
- be punctual
- respect each other and their rights
- work and play safely
- share
- co-operate

- ask for help
- be inclusive

ST MARY'S CE PRIMARY SCHOOL RULES

Our school rules help protect our rights and encourage responsibility. We have agreed school rules negotiated with teachers, the school council and staff. These operate inside and outside the classroom and in accordance with our class charters.

Our School Rules



We will follow instructions

We will look after property



We will keep our hands and feet
to ourselves

We will work hard



We will be kind, gentle and respect
one another's rights

Children will also be expected to:

- o move in an orderly manner around school
- o demonstrate appropriate levels of concentration and self-discipline
- o take responsibility for their own actions
- o be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic and take pride in themselves, their work and our school.

Class Charters:

As well as our main school rules, teachers will draw up individual class charters with their children. This is developed at the beginning of the year. The children agree to abide by these rules and understand that if they do not adhere to them, there is a procedure, in line with this policy, and which is followed fairly and consistently for everyone.

The class charter should show how the class will:

- talk and communicate with each other
- learn together
- move around the class
- treat each other. This covers strategies to help deal with verbal insults, racist & sexist comments and poor manners
- resolve problems
- behave safely
- demonstrate British Values.

To reinforce our rights and responsibilities, children are also given opportunities to discuss them through Personal, Social and Health Education (PSHE), Philosophy for Children (P4C) lessons as well as Circle Time and Collective Worship.

THE ROLE OF SCHOOL STAFF

It is the responsibility of school staff to ensure that these school rules are enforced in class and around the school. Staff must also treat each child fairly, with respect and understanding and apply our school and class rules consistently.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate children and promote self-esteem, confidence and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the support and understanding required when dealing with children.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

PROMOTING POSITIVE BEHAVIOUR: STRATEGIES & REWARDS

The use of the **Good to be Green** strategy is now in place in all classes in the school as a classroom management tool. This is also based on the principle that everyone has a right to learn and a responsibility to allow others that right.

We encourage behaviour in a positive and constructive way. We feel that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it. Key strategies and rewards include:

- establishing a friendly, positive and supportive relationship with children.
- 'catching children being good' and rewarding them with positive attention and praise.
- ensuring that children are engaging well in learning activities that they enjoy.
- showing good work to others around the school.
- recognising children's achievements publicly, in for example, the achievement assembly on Fridays.
- awarding House and individual class points.
- knowing the school rules well and being clear, firm and polite about behaviour expectations
- remaining calm when speaking to children. This will help maintain your authority and keep your relationships with children positive.
- where possible, avoiding telling children off publicly.
- avoiding the using sanctions when support strategies would be better
- using the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual needs.

Colour	Behaviour/Action	Outcome
Praise		
To be on GOLD I have been...	Consistently shown 'SILVER' behaviour and o regularly displayed expected green and above behaviour o exceeded expectations.	o 20 house points given at the end of the day o Gold card sent home to parents from Deputy Headteacher o Named in school newsletter
To be on SILVER I have been...	Consistently shown 'BRONZE' behaviour and have been: o a good role model o a team player o included others regularly o taken responsibility for my own behaviour o going out of my way to help others	o 15 house points given at the end of the day o Text sent home to parents.
To be on BRONZE I have been...	Consistently shown 'GREEN' behaviour. I have also: o been a good sport o helped others o been extra polite o displayed a positive attitude	o 10 house points given at the end of the day
To stay on GREEN I have been...	I have been: o a trier o a listener o honest and truthful o gentle and kind o careful and considerate with other people and school property o respectful to everyone o following the school rules o displaying good manners o sitting correctly on the carpet/at my table	o In class praise o Half-Termly Certificates awarded if on green or better every day.

PROMOTING POSITIVE BEHAVIOUR: SANCTIONS

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding children instead.

The following sanctions can be imposed by the Class Teacher:

- o Use of Classroom Reflection Zone
- o Withdrawal of privileges
- o Playtime/lunchtime detentions
- o Parental contact made
- o Use of report cards or progress book (SLT member informed)
- o Time out e.g. buddy class
- o Requiring a verbal or written apology
- o Child assisting in rectifying the problem caused
- o A verbal reprimand
- o Developmental written comment on work
- o Work to be completed in the child's own time or at home.

- o Child sent to another appropriate adult to explain their misbehaviour.
- o Referral to Senior Management/Headteacher

Further Sanctions

In addition, the class teacher can seek the involvement of the headteacher who can impose further sanctions. This could for example be a fixed-term or permanent exclusion. Any exclusion however will be carried out in accordance with our school's Exclusion Policy and in accordance with both local authority and statutory exclusion requirements set out in the **Exclusion and Suspensions Handbook (September 2022)**.

STAGES OF INTERVENTION

Our school's discipline procedures can be summarised into five stages

	Behaviour	Sanctions
Stage 1	LESS SERIOUS <ul style="list-style-type: none"> • Not handing in homework • Not being organised for school day • Eating sweets/gum • Ignoring instructions • Occasional inappropriate talking • Calling out • Running throughout school • Not lining up sensibly • Damage through carelessness • Deliberate timewasting 	<ul style="list-style-type: none"> • Eye contact • Frowns • Proximity eg: sitting next to adult • Reminders of class charter • Change of seating re: Reflection Zone (10 mins) • Name on board
<ul style="list-style-type: none"> o The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties. o If there is no improvement assistance should be sought from another adult in school o If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear. 		
Stage 2	AGGRAVATIONS <ul style="list-style-type: none"> • Wandering around • Deliberately interrupting teacher • Interrupting/annoying other children • Talking during Collective Worship • Making silly noises • Pushing/being aggressive in line • Work avoidance • Playing in the toilets • Using equipment inappropriately • Minor challenge to authority • Demonstrating unpleasant attitude 	<ul style="list-style-type: none"> • Writing a letter of apology • Completing Reflection Form in Reflection Zone • Completing unfinished work at playtime/Golden Time • Missing Playtime/Lunchtime • Contact made with parents. <p>Also refer to above sanctions</p>
<ul style="list-style-type: none"> o Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate. o If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Phase Leader and the Inclusion Manager (INCo), stating the reasons why. 		

Stage 3	MORE SERIOUS <ul style="list-style-type: none"> Deliberately creating a disturbance Disrespectful comments/name calling Significant challenge to authority Swearing/using inappropriate language Leaving class without permission Repeated refusal to follow instructions Rough play Threatening physical violence/harm 	<ul style="list-style-type: none"> Internal Exclusion e.g: Buddy Class Formal contact with parents Completing Reflection Forms Letters of apology Target Cards Lunchtime Reflection Time Missing Golden Time Missing class trip Headteacher/Deputy Headteacher involvement <p>Also refer to above sanctions</p>
<p>o Discussions between Phase Leader, INCo and parents, involving the child as appropriate, to try and resolve the problem. The Assistant or Deputy Headteacher may become involved if a resolution cannot be reached. IEP written if appropriate.</p> <p>o If there is no improvement, the Deputy Headteacher should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.</p>		
Stage 4	VERY SERIOUS <ul style="list-style-type: none"> Bullying/intentional physical harm/violence Repeatedly leaving class without permission Vandalism Throwing objects Harmful offensive name calling e.g: racism Serious challenge to authority Verbal abuse to any staff member Stealing Persistent dishonesty. 	<ul style="list-style-type: none"> Immediate involvement of SLT Telephone call and/or meeting with parents with follow-up letter Internal exclusion- <p>Also refer to above sanctions</p>
<p>o Discussions between the Headteacher and parents involving the child as appropriate. The class teacher, Phase Leader or Assistant/Deputy Headteacher to be included as necessary. Involvement of appropriate external agencies may be considered.</p> <p>o A contract may be agreed between school, parents and child.</p> <p>o 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.</p>		
Stage 5	EXTREMELY SERIOUS <ul style="list-style-type: none"> Verbal/Physical abuse towards any staff Member Racist abuse Persistent Bullying of others Extreme danger or violence Bringing to school dangerous objects Leaving the school site Very serious challenge to authority 	<ul style="list-style-type: none"> Fixed term exclusion up to 45 days (within a year) NB : Recurring behaviour will involve longer exclusions Permanent Exclusion Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes <p>Also refer to above sanctions</p>

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

REPORTING STAGE THREE BEHAVIOUR

The above table highlights the Stage 3 behaviour and sanctions set out in our behaviour policy. Teachers/ support staff will decide what is deemed as persistent, however, if a child is displaying stage 3 behaviour three times in a given week, this should be classed as persistent. Where we see a persistent occurrence of stage 3 behaviour, this will be reported on Integris and then passed to the Deputy Headteacher to follow up and decide if the behaviour warrants being set as Red stage 4 or 5. It is the persistent behaviour that needs to be monitored as this shows that children are not learning from their experiences. In the event of behaviour being set as Red, parents will be informed as a matter of protocol.

REPORTING BEHAVIOUR INCIDENTS

- Stage 4 and Stage 5 'Red Behaviour' is reported on Integris as and when they happen. Parents will also be notified. The totals each week are reported to the SLT. Further to this, if there is persistent Stage 3 'Yellow Behaviour', these will be reported on the Integris Behaviour Module and will also be reported to the SLT. Persistent breaches will be sanctioned with a Stage 4 intervention and parents will be informed.
- If a pupil receives three Stage 4 interventions in one half term, this will result in an internal exclusion and parents will be notified.
- Incidents involving racist, homophobic or inappropriate sexual language or behaviour will immediately be reported to a member of the SLT. These will be logged onto Integris.

SPECIAL EDUCATIONAL NEEDS

- Where behaviour is persistently below the standard required, the child may be entered on the Special Educational Needs Register and strategies set up by the class teacher in conjunction with the Special Educational Needs Coordinator and involving parents.
- Strategies will be reviewed and careful monitoring take place to establish causes, patterns etc. Subsequent strategies if required will be discussed with all who work with the child, the parents and the child. This will include setting up an IEP (Individual Education Plan).
- If the behaviour does not improve, external agencies may become involved and which could also involve the allocation of additional adult support for the child.

Emotional & behavioural difficulties:

Children with low self-esteem can at times be very demanding and many of their behaviours can alienate those who are trying their best to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate conduct.

Concentrating on children's failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving children your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

PARENTAL INVOLVEMENT

We welcome early contact if parents have a concern about their child's behaviour or fear that their child is being upset by others. When parents and school work effectively together, behaviour will improve. We value our partnership with parents/carers and encourage involvement in all aspects of school life.

Parents can support our Positive Behaviour Policy in the following ways:

- o By ensuring excellent attendance at school and avoiding unnecessary absence.
- o By ensuring that children arrive punctually for the start of the school day.
- o By ensuring that children have appropriate dress for school and PE so that they can take a full part in all school activities.
- o By supporting our school in the implementation of our Positive Behaviour Policy

USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Schools can use reasonable force to:

- o remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- o prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- o prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- o prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- o restrain a child at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child

If the use of force has been applied to a child, then a record will be made and the parents/carers will be informed. In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- o the child's behaviour and level of risk presented at the time of the incident;
- o the degree of force used;
- o the effect on the child or member of staff;
- o the child's age.

MALICIOUS ALLEGATIONS AGAINST STAFF

Allegations of abuse will be taken seriously, and St Mary's will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. See Safeguarding and Complaints Policies. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

In order to assist with the implementation of our Positive Behaviour Policy, **staff** must:

- o be excellent role models.
- o supervise children to and from classrooms, into cloakrooms and to and from playgrounds.
- o remind children, as they leave classes, of expected behaviour when moving around school
- o encourage toilet visits at breaks and lunchtimes.
- o encourage group/ring games in the playground, placing emphasis on taking turns.
- o give reasoned explanations for the class and school rules and any resulting sanctions.

- o use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- o use a common reward system with acknowledgements awarded for academic and non-academic achievement and effort.
- o praise individuals, groups, classes as and where appropriate.
- o ensure that classrooms are well-organised and that resources are clearly labelled, easily accessible and children have some responsibility for their care.
- o actively support parental involvement in school and remind parents that they have a valuable role to play.
- o utilise well the communication systems throughout the school.
- o involve outside agencies where necessary through consultation with the Inclusion Manager

REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with these policies, including:

- Anti-bullying Policy
- Exclusions Policy including New Statutory guidance, Exclusion and Suspensions Handbook 2022
- Special Educational Needs (SEN) Policy
- Equal Opportunities Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Disability Discrimination Scheme

Next review of this policy: September 2023