

Positive Behaviour Management Policy





Adopted as draft under consultation 2nd September 2024

Agreed by Governing body: 17th October 2024

Review By: October 2025

Signatures of Governors recorded on Governor Hub

**(A) School Ethos & Vision:**

-  Inspire a strong sense of faith and commitment to Christian and British values.
-  Inspire a love of learning so children can achieve their potential.

We expect our children to live by our **school motto:**

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| Everyone is Valued | Everyone is Motivated | Everyone Achieves |
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In addition, our core values form the bedrock of our work on attitudes and behaviour. Staff and children formulated these and we expect all stakeholders to support/promote them.

Our Core Christian Values:

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| Respect | Equality | Co-operation |
| Compassion | Forgiveness | Peace |

We aim to achieve excellent behaviour and positive relationships by embedding our values through worship, PSRHE sessions, circle time and across the curriculum. Our staff and children use these values to inform their relationships and to promote high standards of behaviour and attitudes.

Respect and **equality** of opportunity is central to our Christian Values and we tackle any hint of discrimination quickly and firmly. We recognise and respect **all** groups of learners and stakeholders, informed by our Equal Opportunities Policy and the Equality Act 2010.

(B) Overall Aims:

- To promote excellent behaviour where children understand their responsibilities and are committed to following our Core Christian Values
- To produce a positive environment in which mutual respect and tolerance flourishes
- To ensure that everyone feels safe and happy so they have the platform to learn well
- To promote equality and good relationships

This is achieved through:

- Pupils following the Rights and Responsibilities (school behaviour code)
- Rewarding good behaviour consistently
- Modelling good practice by staff/other pupils
- Embedding our core values in teaching and learning across the curriculum
- Using clear and progressive consequences

We have a positive approach to managing behaviour and believe that encouraging children to follow the right path, in which they display respect for all others and excellent manners, is the best way to achieve excellent behaviour. The staff and children have agreed a school code of 'rules' based upon the principles of Rights and Responsibilities.

(C) Pupil Rights & Responsibilities School Code:

This outlines what we expect of the pupils. It is displayed in every classroom.

| Rights | Responsibilities |
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| Feel safe & Feel Secure | Be honest / be SMART online / Respect the environment / tell adults of problems... |
| Work Hard & Achieve Success | Try your best / be positive / be resilient / concentrate & focus / be motivated... |
| Be Valued & Be Wanted | Show respect / be kind / value ideas / support others / include everyone... |
| Be Respected & Be Equal | Welcome others / listen / take turns / share ideas thoughtfully / treat others as... |
| Enjoy School Life | Be friendly / positive / helpful / enthusiastic / civil / a team player... |
| Uphold our Core Values | Respect / Equality / Co-operation / Compassion / Forgiveness / Peace |

(D) Behaviour Management:

Class teachers are responsible for their children at all times during the school day. In addition, all members of staff are responsible for the behaviour of children within sight or sound of them. Positive behaviour management expects good behaviour and adherence to the Rights & Responsibilities code. These expectations apply at all times of every school day and all staff should consistently implement this policy.

The approach should always be a positive one; encouraging and re-affirming our ethos, values and school code rather than a negative one of criticism and sanctions. Staff should apply this policy in a balanced way, including public praise and more private reprimand.

Staff should clearly inform children if their behaviour is inappropriate whilst providing guidance how to achieve our values and a model of the positive behaviour that is expected. The key principle is to address any issues pro-actively whilst maintaining positive self-esteem for all children. It is their behaviour which has fallen short **not** their character.

Good behaviour is rewarded publicly (as outlined in 'Rewards') and unsatisfactory behaviour is recorded by the class teacher in the Behaviour Log, with consequences noted below.

(E) Rewards include:

- Praise, congratulations and approval to reward children in an informal manner
- Informal stickers/dots awarded by staff
- Class stamper chart for (a) manners & positive attitude or (b) behaviour for learning
- 10 stampers = bronze certificate / 20 stampers = silver / 30 stampers = gold
- Deputy Headteacher or Headteacher stickers to reward extra special work/behaviour
- Celebration Worship – a weekly certificate is awarded for outstanding achievement
- Behaviour celebration worship – rewards for positive attitude and behaviour

- Class Golden Time of 15 minutes for excellent whole class teamwork/conduct
- Attendance certificates awarded annually for 100% attendance / clear improvement
- Messages sent home to highlight particularly good progress
- Ticket from lunchtime staff/prefects to reward excellent behaviour and manners

(F) Consequences:

When children's behaviour falls below expectations, consistent and incremental consequences will be applied. In the majority of cases this will be dealt with by the class teacher.

Consequences should not lead to children being denied access to the curriculum by, for example, preventing them from taking part in P.E., swimming sessions or trips, unless there is a clear risk to the safety of themselves or others. It is important that any sanction fits the incident, that it is reasonable, measured, and incremental. Emphasis should be placed on putting right what has been done wrong.

Offences against persons must be followed with an apology (possibly in writing). Offences against property should be followed by restitution, repair or compensation.

As a rule, a whole class should not be kept in as a sanction for the actions of individuals. However, this may need to be done to 'get to the bottom' of an incident or to support the team ethos. Senior leaders should be consulted for guidance.

'Resilient' or 'Distracted' Class Chart:

All children have their picture on 'Resilient' unless their behaviour falls below expectations, either in a serious incident or through persistent low-level incidents. Their picture will then be moved to 'Distracted'. Other consequences are noted below in section 1 or 2.

All children start each day afresh and they can also earn the right to revert to 'Resilient'.

| Section 1 | Lower-level incidents |
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| | This includes: chatting in lessons, distracting others, calling out, misusing equipment, being unkind to others, using inappropriate words |
| | (a) Consequences – the teacher/staff will: |
| | <ul style="list-style-type: none"> ○ Make eye contact or use facial expressions ○ Walk past the child and place hand gently on shoulder ○ Praise those doing the right thing to minimise the attention given ○ Highlight the incorrect behaviour, tell them what to do and give them the chance to quickly put it right |
| | (b) Child persists doing above: |
| | <ul style="list-style-type: none"> ○ Take child to one side to remind them of expectations ○ Move the child away from other pupils (within the same classroom) ○ Issue a verbal reprimand or warning ○ Discuss at break-time, incorporating a break 'detention' ○ Expect any incomplete learning to be finished to a high standard ○ Set clear expectations for the child's future behaviour |

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| Section 2 | One off, more serious incidents |
| | This includes: answering back, being rude or unpleasant, being uncooperative, showing frustration/temper or using inappropriate language |
| (a) Consequences – the teacher/staff will: | |
| <ul style="list-style-type: none"> ○ Avoid confrontation in front of others ○ Investigate the reason for the behaviour (this may involve discussions with other pupils and staff) ○ Discuss at break-time, incorporating a break 'detention' ○ Expect any incomplete learning to be finished to a high standard ○ Record the incident in Behaviour Log (including details of the behaviour, the antecedents and the consequences) | |
| (b) Child persists doing above: | |
| <ul style="list-style-type: none"> ○ Ask another adult to take the child to another class to work and reflect on the behaviour – this is a short-term seclusion (max 30mins) ○ Investigate the reason for the behaviour (this may involve discussions with other pupils and staff) ○ Discuss at break-time, incorporating a break 'detention' ○ Expect any incomplete learning to be finished to a high standard ○ Record the incident in Behaviour Log (including details of the behaviour, the antecedents and the consequences) ○ Arrange a discussion with parents/carers ○ Consider a pastoral support programme or individual behaviour plan ○ Consider removal of privileges e.g. a role or responsibility ○ Inform Deputy Headteacher/Headteacher | |

After 3 occurrences of more serious incidents the child will report to the Deputy Headteacher or Headteacher at break time. They will discuss the issue with the pupil and determine what further consequences may be needed.

This may include:

- Report to the DHT or HT at break time to reflect upon how they've improved their behaviour – this could be for 1 day, or more should the need arise

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| Section 3 | Serious incidents |
| | This includes: verbal abuse, violence, bullying, stealing, damage to property |
| (a) Consequences – the teacher/staff will: | |
| <ul style="list-style-type: none"> ○ Ask another adult to take the child to another class to work and reflect on the behaviour – this is a short-term seclusion (max 30mins) ○ Investigate the reason for the behaviour (this may involve discussions with other pupils and staff) ○ Discuss at break-time, incorporating a break 'detention' ○ Expect any incomplete learning to be finished to a high standard ○ Record the incident in Behaviour Log (including details of the behaviour, the antecedents and the consequences) ○ Arrange a discussion with parents/carers ○ Consider a pastoral support programme or individual behaviour plan ○ Consider removal of privileges e.g. a role or responsibility ○ Inform Deputy Headteacher/Headteacher | |

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| (b) Child repeats the above behaviour: |
| <ul style="list-style-type: none"> ○ Involve SENCO and Headteacher (if not already involved) ○ Arrange a meeting with parents/carers ○ Consider making a referral to Behaviour Support ○ Put a pastoral support programme or individual behaviour plan in place ○ Consider implementing a suspension or exclusion |

(Section 4) Bullying (including homophobic, biphobic & transphobic bullying)

Bullying of any kind is unacceptable. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidents of bullying seriously and employ a proactive approach to resolving such issues. Children and parents/carers are encouraged to tell the class teacher or a senior leader about any difficulties they are experiencing so that we can tackle them rapidly and effectively.

It is our duty as a whole school community to help prevent and tackle any bullying, harassment or discrimination. **For further details, please see our anti-bullying policy.**

(Section 5) Child-on-child abuse

Child on child abuse including sexual violence and sexual harassment can occur between two children of **any** age and sex. It can occur with a single child or group of children. This can happen both inside and outside of our setting, including online. It is never acceptable and we have a zero-tolerance approach to it.

We will take all reports or allegations seriously – we will not dismiss it as “banter”, “part of growing up” or “just having a laugh”. The initial response is important and we will offer those who may have been harmed support and reassurance in a culture where children feel safe to talk to staff. We will praise them for coming forward and make it clear we take the report seriously. We will ensure safety and support are planned carefully.

In addition to offering those who may have been harmed support, we will seek to support the alleged child who may have harmed through a range of methods, including: use of behaviour plan/pastoral support/NSPCC ‘Pants’ resources.

Please see our Child-on-Child Abuse Policy for further details.

(Section 6) Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour

We actively promote our core values of respect and equality. We expect our children to embrace difference and diversity, enabling them to become responsible British citizens. These values are expected by society, in secondary school, college and the world of work.

The use of any type of offensive language can cause distress and may lead to bullying. We are committed to help our pupils understand what constitutes ‘offensive’ language. This includes the use of language that is derogatory, sexist, homophobic, trans/biphobic, discriminatory or racist. **For further details, please see our anti-bullying policy.**

These incidents are reported to the Deputy Headteacher/Headteacher (record in behaviour log).

(Section 7) Lunchtime incidents

Children are expected to follow our Rights & Responsibilities code at all times. The lunch staff should implement this during lunch. Prefects also help monitor lunch conduct, highlighting excellent behaviour and helping address possible issues. Both prefects and lunch staff report to class teachers, in a culture of celebrating success and learning from mistakes. Where necessary, the class teacher/senior leader will decide on the appropriate consequence.

(Section 8) Suspension and Exclusion from School

A serious breach of the behaviour policy may result in a period of seclusion from the class or a suspension (fixed term) or exclusion (permanent). The power to exclude a pupil may be exercised only by the Headteacher (under the 1986 Act) who will use this sanction for serious cases, as a last resort. This may be due to a single severe breach of the policy, repeated serious incidents or persistent acts of disruption to the class and/or school.

When a child returns to school following a suspension (or before), a meeting with the child's parents will outline a planned programme. This will stress that the restoration of normality has to be earned. If the conditions of return are broken, and the pupil continues to be disruptive, a further suspension or permanent exclusion may follow.

(Section 9) Incidents out of school hours/premises

Where the behaviour of our pupils outside school has a negative impact on school life, we may investigate the issue and apply sanctions. These will be in line with Sections 1-3. Such issues may occur when taking part in a school-organised activity, travelling to/from school, misbehaving in school uniform or through problems online e.g. social media.

(Section 10) Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, it will be treated as a serious incident. The headteacher will sanction the pupil in accordance with this policy. The full circumstances will be considered, when deciding upon the sanction(s).

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Additional Information

(1) Personal Property and Confiscation of Inappropriate Items

Children are discouraged from bringing in items of personal property, particularly valuable items. They may be confiscated if they are deemed to be inappropriate in school, are likely to cause offence, personal injury or damage to property. Staff may return such items to the child/parent or dispose of them.

Staff are permitted to search without consent for 'prohibited items' including: knives, alcohol, drugs, stolen items, fireworks, items likely to cause injury/damage or items banned from school. We are protected from liability for damage or loss to confiscated items by the Education and Inspections Act 2006.

(2) Pastoral Support / Individual Behaviour Plan

Counselling, mainly informal, aims to build a deeper understanding of the child, including an awareness of underlying problems. It is also an opportunity to model positive behaviour. The class teacher, support staff, SENCO or senior leaders provide this.

The class teacher and SENCO may develop an individual behaviour plan to help a child overcome their difficulties and achieve a range of goals. Support and advice will be sought from specialist teachers or external agencies where relevant.

(3) Positive Handling and/or using reasonable force

Some pupils may display violent or aggressive behaviour towards their peers or staff. In such cases, it may be necessary to restrain a child or remove them from a situation. This is to stop them causing disorder, hurting themselves/others or damaging property. As far as possible, staff who have had positive handling training will do this. Parents will be informed.

Ref: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

(4) Behaviour Log

Each class teacher maintains a behaviour log. Each incident is logged under the child's name and kept alphabetically for future reference. Details include: date, name, class, location, activity, adults and children involved, the details of the behaviour including antecedent and the consequences.

(5) Clothing

All pupils are expected to wear the correct school uniform, including smart black school shoes, shirt, tie and jumper/cardigan with school badge. Jewellery should not be worn and earrings must not be worn in PE or other physical activities. Simple watches can be worn but should be removed during PE.

(6) Pupil transition

To ensure a smooth transition between each class **and** schools, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings in which they will share pupil information, including about behaviour.

(7) Staff Induction/Training

New staff undergo an induction which includes discussing our ethos and values, including how they feed into our behaviour management policy. Training audits are completed and staff needs identified, on an annual basis and upon induction.

Appendix 1: Governors' statement of behaviour principles

- Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Violent or threatening behaviour will not be tolerated
- Staff should provide excellent models to children
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are encouraged to take responsibility for their actions
- We work closely with families to promote good behaviour and address issues together
- Suspensions and exclusions will only be used where necessary and as a last resort
- Screening and searching will be used where necessary (Ref: additional information (1))
- Positive handling and reasonable force will be used only where absolutely necessary (Ref: additional information (3))
- Sanctions can be applied for conduct outside school (Ref: Section F:9)
- Advice and support will be sought from external agencies for relevant cases (Ref: additional information (2))
- Pastoral care will be provided for staff accused wrongly of misconduct (Ref: Section F:10)

This statement of behaviour principles will be reviewed (by the full governing board) at the same time as the behaviour policy.