





*'Dream, Believe, Achieve!'*

*'With God, all things are possible.' Matthew 19:26*

**Proverbs 22:6** : Train up a child in the way he should go, Even when he is old he will not depart from it.

# Positive Behaviour Policy

<b>Policy Date:</b>	September 2025
<b>Policy Review:</b>	September 2027
<b>Signature of Headteacher:</b>	
<b>Ratified by Governors-Date:</b>	September 2025
<b>Signature of Chair:</b>	

## Introduction

Positive behaviour enables maximum learning and success in all areas of the curriculum and school life. This Positive Behaviour Policy, based on Christian values, should enable and encourage children to develop self-awareness, to develop behaviour for learning enabling them to succeed, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

In accordance with the aims of the school, the Governing Body of St Mary's believe that all members of the school community should be valued, cared for, treated courteously and encouraged to make their unique contribution. Within our Christian ethos of love, forgiveness and respect for each person as a valued child of God, we aim to develop understanding and respect for each other's faith, culture and language, and to teach, exemplify and uphold equal opportunities for all.

## Aims

Developing positive behaviour is a necessary part of the provision we make at St. Mary's to create and maintain an orderly working environment in which all members of the school community can learn whilst feeling safe and secure. By promoting positive behaviour we hope to deter negative behaviours. By doing so we aim:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To provide clear boundaries of acceptable behaviour and to promote safety of pupils and adults.
- To have a consistent and fair approach to behaviour management throughout the school, that encourages parental cooperation and involvement.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To help pupils, staff and parents have a clear sense of direction and a feeling of common purpose

## Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

## All staff must:

- Take time to welcome students at the start of the day
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Kind and Respectful, Be Safe, Be a Learner'

## The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

- Support teachers in managing students with more complex or challenging behaviours

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion

### **Pupils want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### **Expectations**

All members of the school community are expected to behave in a considerate way towards each other and to demonstrate positive behaviour which supports our school ethos. Through doing so, we aim to create a school community built on respect, compassion and love where each individual has a sense of respect and belonging and where learning is valued.

We have an expectation that all members of St. Mary's C of E School will follow the rules and principles that underpin this policy and to ensure that these are applied consistently and fairly.

Our policy is based on the premise that everyone has rights and responsibilities and is based on high expectations for all and positive reinforcement.

### **Rights and Responsibilities:**

<b>Rights</b>	<b>Responsibilities</b>
Children have a right to learn.	Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching.
Teachers have a right to teach without their lessons being disrupted.	Teachers have a responsibility to provide an exciting, dynamic and challenging curriculum for all children.
All have a right to be listened to with respect.	All have a responsibility to listen to others with respect.
All members of the school's community have a right to feel safe and secure.	All have a responsibility to behave in a way that allows everyone to feel safe and secure.
All have a right to work in a positive learning environment.	All have a responsibility to show courtesy and consideration towards each other.
Children have a right to be guided and supported with their behaviour.	Children are responsible for their own behaviour and for following our School Rules.

## Teaching our Christian Values

At St. Mary's CE Primary School we believe that the positive behaviours we expect are based in the Christian Values we have chosen as a focus for our school. Six values have been chosen for our school. These values are:

***Courage***

***Thankfulness***

***Compassion***

***Perseverance***

***Respect***

***Kindness***

We believe that staff, parents and visitors of St. Mary's can contribute to actively helping children develop their understanding of these values. They can be promoted in various ways by:-

- Modelling the values directly;
- Setting appropriate boundaries for children's behaviour;
- Showing empathy and understanding of children;
- Listening to children;
- Linking the values to acts of Collective Worship and thus encourage whole school reflection of positive behaviours
- Showing respect and understanding to everyone in the school community;
- Providing feedback in an informative way to children;
- Using positive consequences to encourage the learning of appropriate behaviour;
- Using negative consequences to discourage the learning of inappropriate behaviour;

Children may be rewarded with a VIP lanyard in Celebration Worship assembly for living out the Christian values in school.

### Rules, Routines and Behaviour expectations

Rules and routines are important in providing the clear structure in which our policy operates in a day to day basis. They provide clarity and outline the expectations of all members of the school community.

School rules have been agreed and are visibly displayed around the school. The children should be consistently reminded of these rules as they enter the school and at the beginning of each academic year and are then expected to adhere to them.

### We have 3 simple rules:

1. Be Kind and Respectful.
2. Be Safe
3. Be a Learner

These can be applied to a variety of situations and are taught and modelled explicitly. They are visible around school with examples of what each one means. These rules are discussed between pupils and staff at the beginning of each academic year. They form a signed Class Charter. They are expected to be supportive of our school ethos and provide a clear set of 'positive' boundaries to ensure that children can work and learn cooperatively in a safe, happy and supportive learning environment. These rules should be clearly displayed in the classroom for pupils to see.

Routines for daily school life are well established. There is a clear timetable in operation. Children are reminded of the expectations for moving around school, coming in from playtimes and for leading into assembly on a regular basis. Each classroom will have developed its own set of routines pertinent to the age and stage of the children.

In addition, there are certain types of behaviour which staff should either try to foster or discourage:

- Children are expected to move sensibly around the school, walking at all times. This is particularly important at the beginning and end of breaks. The need for patience when queuing at lunchtimes etc. should be stressed. Excessive noise, pushing and running should be discouraged and challenged.
- The school is a rich and stimulating environment. Children are encouraged to take pride in it, and to care for it, by ensuring that it is kept clean and tidy, and that coats, working equipment and litter are not left on the floor. Children should not bring personal possessions into school, unless they have been specifically requested to do so.
- Children are encouraged to act with kindness and consideration towards all people in the school, and to show respect for others. The following behaviours are unacceptable and must be challenged: - fighting, physical abuse, verbal abuse (including racist remarks which must be reported to the Headteacher for logging including the consequence), and spitting.
- All incidents or suspicions of bullying must be investigated and dealt with firmly and logged on CPOMS.
- Children are encouraged to be polite and helpful to all visitors to the school.
- Children are helped to develop an awareness of the needs of others, and respect for their work, materials and possessions.
- Children are encouraged to take pride in themselves, by caring for their own work, their appearance and property. This includes clothing, which should be worn correctly or should be hung on coat pegs or placed carefully into a drawer. Out of school, our reputation depends very much on how the children behave.
- Children are encouraged to express ideas and opinions, and also to be aware of the appropriateness of listening and taking turns in conversations and respecting and acknowledging the views of others. They are helped to see the need for silence when it is required.
- Children are encouraged to try at all times, to have confidence in their work and their abilities. They are helped to develop good concentration and learning behaviour, and to give of their best. They should be discouraged from interrupting or distracting others, and from working at less than their best.
- Children should be aware of our expectations for good behaviour and the agreed codes of conduct produced jointly by children and staff, and these should be referred to as appropriate.
- Children are encouraged to use their time sensibly and appropriately. This is important at all times, but particularly so at times of free choice, and playtimes.

All staff should, fairly and consistently, remind the children of any school rules and routines and should support the children appropriately so that they can adhere to these. There are a number of rewards and consequences that can support the staff in this.

## **Rewards**

At St. Mary's CE Primary School, we believe that children should be encouraged to behave well and work hard. We use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use the following positive rewards:-

## 1. Recognition and Praise

Staff should try to ensure they recognise good behaviour and offer praise where it is due. They should look to reward good learning behaviours but should be aware of the 'Good Job' syndrome where mediocrity is rewarded with unwarranted praise.

## 2. Smiley faces, stamps, stars or stickers as appropriate

These may be awarded for good behaviour or work and for reinforcing all aspects of acceptable behaviour. Smiley faces, stamps, stars or stickers can be awarded by any member of staff. They should normally be awarded singly.

## 3. Class rewards

Rewards appropriate to the year group – e.g. table points

## 4. Character Education Certificates / Christian Values Certificates worn on VIP lanyards

These certificates are based on our Character Education programme which is taught through Commando Joe's or the Christian value that we are focusing on. They are presented in a weekly celebration worship assembly. They are awarded by the class teacher.

## 5. Lunchtime Awards

This is awarded to children for demonstrating positive behaviour at lunchtimes. These are awarded by the lunchtime supervisors and the senior teacher on duty.

## 6. Headteacher's Gold Award Assembly

Half-termly, there is a Gold Award assembly which recognises achievement or effort which is above the norm. Staff recommend children for a Gold Award. A certificate and medal is presented for demonstrating positive behaviour, outstanding learning or effort. Parents are invited to attend Gold Award assembly.

## 7. Team Challenges

Team challenges supporting the school rules will be set regularly over a short period of time. Class rewards which may include an extra playtime or picnic will be decided by individual classes in consultation with the Headteacher.

## **Attendance**

At St. Mary's C.E. Primary School, we have established systems of incentives and rewards that acknowledge the efforts of children to improve their attendance and timekeeping.

We monitor daily attendance and each class has an attendance board that is talked about and changed daily. We celebrate weekly attendance across school highlighting 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

## Consequences

It is important that children learn that there may be consequences when things go wrong and the wrong choices have been made. The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and a sanction is employed. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Other sanctions that may be used in our school:

### *Loss of Playtime*

*Children may be sent to the Headteacher to discuss their behaviour.*

Children may be asked to complete the work they have missed with their class teacher during a missed break-time. Staff must ensure that any work set is suitable for the child. Time needs to be taken to talk to the pupil about the unacceptable behaviour

### *Writing a letter of apology*

Children may be asked to write a letter of apology if they have upset another person.

### *Withdrawal of opportunities to attend school visits or special events.*

Staff should seek advice from the Headteacher before applying this sanction.

### *Withdrawal of opportunity to join in extra-curricular activities*

Staff should talk to the teacher organising the activity before this sanction is applied.

## Entry into CPOMS

Log Entries should be made when any member of staff believes that a pupil's behaviour or attitude seriously contravenes the accepted behaviour of our school.

The class teacher or Headteacher/Senior Member of Staff (in the case of serious incidents) will follow up the incident.

All racist, homophobic and anti-bullying behaviour is logged on CPOMS. All staff are responsible for recording incidents they have witnessed or dealt with. The log records the pupil's name, date and time of incident, brief

description and action taken. If the pupil has been referred to the Headteacher, or a senior member of staff, then this should be recorded also.

If the same pupil has 3 or more incidents recorded in a half term period, then staff should consider contacting the parent for a discussion.

### **Stepped Consequences**

1. Verbal warning
2. Time out
3. Miss break time
4. Send to senior leader or Headteacher
5. Inform parent

### **Fixed Term Exclusion**

In the event that a pupil's attitude and behaviour continues to give rise to unacceptable incidents, then the Headteacher will follow the fixed term exclusion policy guidelines; refer to County guidance.

Following any fixed term exclusion, the parent and pupil meet with a senior teacher to sign a return to school contract.

### **Permanent Exclusion**

In the event, that despite the concerted efforts of staff, a pupil is not willing or unable to conform to the Code of Conduct, the Headteacher will instigate formal Permanent Exclusion; refer to County Guidance

### **Children with specific behavioural issues.**

Children with ongoing behavioural concerns which need more support/intervention than can be offered by a class teacher as part of general classroom management should be given an Individual Behaviour Plan (IBP). This document includes details of individual & specific 'child-centred' targets with details of ways that the child can be supported in achieving those targets.

At this stage the SENDCo will decide whether or not outside agencies need to be involved for support/guidance and will inform the parents. An IBP must be shared with the child and shall be reviewed on a termly basis.

In gathering baseline information about a child's emotional, social and behavioural difficulties, a range of assessments may be carried out including

- The Goodman's Strength and Difficulties Questionnaire
- The Emotional and Behavioural Developmental Scale
- Boxhall Assessment
- A risk assessment

### **Play-time/Lunch-time**

- At playtime and lunchtime, teachers must ensure that children go outside into the playground and do not remain in unsupervised areas. If it is wet weather and the decision has been made that it is too wet to have playtime or lunchtime outside the children must be sent back to their classrooms and additional



adults will be used to supervise the children at playtime and at lunchtime mid-day supervisors will be deployed to ensure that there is adequate supervision of children in their classrooms.

- They should use play apparatus appropriately, e.g. skipping ropes should not be used to tie people up.
- Children should walk in when told to do so.
- Children should not pull or otherwise harm their own or other's clothing.
- Only sponge balls are acceptable for playground football **but safe use** should be considered in wet weather.

### **Wet Play-times**

- Children should not use computers, scissors, sand or water unless closely supervised during wet playtimes. These rules are made for their own safety.
- Wherever possible, children should be encouraged to occupy themselves sensibly, e.g. by using a stock of wet playtime games, or drawing etc. Such stock should be maintained and replenished by class teachers.

### **Lunch-time Supervision**

- Children should treat mid-day supervisors with respect and obey their instructions.
- Whenever possible, lunchtime supervisors will encourage the playing of various games and the use of appropriate playground games equipment. They should organise the games and encourage children to participate.
- Safety is a priority. Children should not be allowed to indulge in any rough play in which they could hurt themselves or others.
- They must know in which areas they are allowed to play.
- A senior member of staff is on duty during the lunchbreak and they can be called upon to deal with any incident which the midday supervisors need support with.
- At the end of each lunchtime, supervisors will inform the person on duty of 'minor/other' incidents.

During playtimes and lunchtimes it is important that staff on duty remain vigilant near the fences and walls and have the highest regard for the children's safety.

### **Physical Intervention**

The use of physical intervention is very rare and is best avoided wherever possible. There may be exceptional circumstances where it may be appropriate e.g. if a child is hurting him/herself, others or damaging property. Any intervention used will be minimal and in proportion to the circumstances of the incident (see Positive Handling policy).

### **Behaviour outside of school**

Teachers have statutory powers to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will apply sanctions as appropriate, and involve parents, when any non-criminal behaviour and/or bullying is witnessed by a member of staff or reported to the school. The school may discipline any misbehaviour when the child is:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, will also be sanctioned if they:

- Could have repercussions for the orderly running of the school.
- Pose a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

### **Response to banned items on school premises.**

School staff can search a pupil for any item banned under the school rules, if the pupil agrees.

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items and any item that a member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence
- To cause personal injury to, or damage to the property of, any person (including the pupil)

The Headteacher authorises all staff to undertake this duty. If a pupil or their possessions is searched, with or without their consent, the search must take place in the presence of the pupil and at least one other member of staff. A written report of the procedure must be made to the Headteacher on the appropriate proforma. The Headteacher must be informed about any banned items that are seized. The Headteacher will make the decision as to whether to inform the police, dependent upon the nature of the items seized. Parents will be informed of items seized, and will be asked to collect items from school.

Pupils should not bring Mobile phones and other devices into school unless they are in Year 6. These items should be locked away in classroom boxes for safekeeping until the end of the day. At no time does the school accept responsibility for loss or damage to these items whilst on the school premises.

### **Malicious allegations against staff.**

Members of the school community – pupils, parents, staff and Governors - that are found to have made malicious allegations against a member of staff or a volunteer in school are in breach of our school behaviour policy which asks everyone to treat others with respect.

The school will deal with the allegation appropriately depending upon who has made it and therefore may apply an appropriate sanction. Depending upon the severity of the malicious allegation, sanctions may include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). If an adult is guilty of making such an allegation, support will be sought from the County Solicitor and Legal services.

### **Roles and responsibilities**

#### **Children's Responsibilities**

- ✓ To work to the best of their abilities, and to allow and encourage others to do the same.
- ✓ To follow the school rules at all times.
- ✓ To uphold the principles detailed in the Home – School Agreement
- ✓ To treat others and themselves with respect.
- ✓ To graciously follow instructions of all adults in school.
- ✓ To take care of property and the environment in and out of school.

- ✓ To co-operate with other children and adults
- ✓ To take increasing responsibility for their own actions

### **Staff Responsibilities**

- To treat all children fairly, and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a motivational, challenging, interesting and relevant curriculum.
- To create a safe and pleasant physical, academic, social and emotional environment.
- To apply rule, rewards and consequences clearly, fairly and consistently.
- To be good role models.
- To form a good relationship with parents, so that all children can see that the key adults in their lives share a common aim.
- To uphold the principles detailed in the Home – School Agreement
- To recognise that each child is an individual, and to be aware of their individual strengths and areas for development.

### **Parents' / Carers' Responsibilities**

- To make children aware of the need for appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To uphold the principles detailed in the Home – School Agreement
- To be aware of school rules and expectations

### **Governors Responsibilities**

- Annually review a written statement of principles to guide the Head Teacher in determining measures for promoting positive behaviour.
- Notify the Head Teacher and offer further guidance where Governors feel that particular measures should be introduced or issues should be addressed regarding behaviour.
- Consult with the Head Teacher as necessary if a fixed term or permanent exclusion is deemed appropriate.
- Ensure staff receive necessary training and support for their own development enabling them to deliver the best possible learning experiences and manage behaviour effectively.

### **Monitoring and Review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher informally records minor classroom incidents including those reported to them by another member of staff. The Headteacher records serious behavioural incidents which are reported to her.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

