



# St. Margaret's C of E Primary and Nursery School

## Positive Behaviour Policy

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Head Teacher's signature: 

Acting Chair of governor's signature: 



## St. Margaret's C of E Primary School

*Loving God ~ Serving others ~ Fulfilling our potential*

### **Positive Behaviour Policy**

#### **Our Vision**

St Margaret's is a welcoming church school where we learn how to love God, one another and ourselves.

We foster a Christian ethos and develop positive relationships with our church, Ifield and the wider community.

We provide the highest quality of teaching and learning. We challenge pupils to meet their full potential academically, spiritually and socially.

#### **Behaviour**

Whole school aims:

- To adopt a positive approach to discipline in our school, placing greater emphasis on rewards rather than sanctions
- To define acceptable standards of behaviour
- To provide a consistent framework for recognising and rewarding success and de-escalating negative behaviours
- To promote self-esteem, self-discipline and positive relationships with staff at all levels
- To encourage the involvement of parents, pupils and staff in the implementation of this policy
- To establish clear communication systems so that all parties are informed and supported
- To ensure a well-managed and happy environment for all members of the school community

All members of the school community have the right to expect behaviour guidelines which are clear and consistently implemented. The school works in partnership with parents/carers and families and with other agencies who may be involved with a pupil to ensure individual needs are met. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups. The school Behaviour Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

Staff at St Margaret's Primary School have the right to ensure that children's behaviour follow class and school rules and to impose sanctions when children fail to follow these rules. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach and children can learn. All parents/carers sign the Home/School Agreement yearly and in doing so agree to support the school in the implementation of the Behaviour Policy.

The Behaviour Policy should be read in conjunction with the following policies:

- Anti -Bullying

- Teaching and Learning
- SEND and Inclusion
- Safeguarding

Our Behaviour Policy encompasses both The Restorative Approach method which is inspired by the philosophy and practices of restorative justice, and the Thrive approach, which is our whole school system for supporting all children's social and emotional development.

Both of these approaches put repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

We believe the following:

- Behaviour is learnt and therefore can change
- Praise motivates; criticism lowers self-esteem
- Rewards work better than punishments
- An awareness of the individual and their needs is at the heart of addressing their behaviour
- Children need to develop empathy and respect for others

As staff we need to:

- Plan for good behaviour and positive relationships
- Model the behaviours and values we want to see
- Reinforce the school's chosen values
- Use the language of choice and consequences
- Give clear expectations of good behaviour
- Be proactive in order to pre-empt bad behaviour
- 'Catch them being good' and then reward good behaviour
- Adhere to the school policy consistently across the school
- Recognise the needs of individual children and be consistent with the systems established

Children will agree to a class contract or set of rules at the beginning of each year. These will be based around our Christian values and known as our Golden Rules:

- We are kind, polite, helpful and aware of others' feelings
- We listen carefully to others without interrupting
- We look after our own, other people's belongings and the environment
- We try our best, work hard and learn from our mistakes
- We treat other people the way we would like to be treated
- We always tell the truth

All adults will also agree to these rules and will

- praise children for appropriate behaviour
- treat children with courtesy, respect and consideration
- be aware of individual needs and personalities
- be consistent in their reactions to children's behaviour.

## **Rewards**

Good behaviour is constantly expected and rewarded.

Rewards might be:

- Verbal praise
- Reward stickers
- Positive feedback (verbal or written) on work
- Head teacher/deputy/assistant head teacher awards, including stickers

- House Points (Only 1 House Point should be rewarded at a time)
- Show your work to another class, teacher, the Headteacher/deputy/assistant head teacher
- Recognition in assembly or school event
- Made an 'expert'

### **House points**

It is important that we find ways of rewarding good behaviour as well as sanctioning poor behaviour. Examples of pupil behaviour deserving of a House Point might include:

- Helpful behaviour
- Assisting a peer in need
- Being a role model i.e. stopping confrontation etc.
- Well thought out and reasoned response to questioning
- Effort above and beyond expectation
- High level of achievement in set work

Adults in school will actively look for opportunities to award House Points for positive behaviour or 'public service' in corridors and around the school. These behaviours may also be mentioned in the Book of Brilliance. These names will be shared with the whole school and in the newsletter. In this way we reinforce the positive behaviours that we would like all the pupils to adopt.

The House Points that are awarded to pupils will be centrally recorded and used in a number of ways. The points will inform the weekly certificates given during Friday's Celebration Assembly.

### **Good to be Green Behaviour Scheme**

For consistency and clarity the Good to be Green Behaviour System is used throughout the school. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those children who consistently behave appropriately, and is a means of being able to track those children who find it harder to meet the school's expected behaviour code. The scheme is very visual, which allows children to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day. Every child starts their day on a positive note with a green card displayed in their pocket of the class chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on green with a feeling of having done the right thing. If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a yellow warning card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a yellow warning card, and they have to be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes from playtime (whilst they fill in a reflection sheet). Sometimes, just the threat of moving a child onto a red consequence card is enough to encourage them to behave appropriately. However, if necessary, the child's yellow warning card will be moved to the back of the pocket and the red consequence card will be displayed. Persistent or repeated behaviour (see table below) would equate to a red card which would then have a consequence of loss of most of their playtime or lunchtime. Parents are notified if a child receives a red card. Serious behaviour incidents could result in a temporary/ permanent exclusion.

Equally, children will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Children also have the opportunity to be rewarded for very good behaviour by being awarded the privilege card. If a child receives a privilege card they will have a privilege treat as decided by the year group.

Children who have been 'Good to be Green' all month have an extended break time. Children who have been 'Good to be Green' all year have a special end of year treat.

Knowing the individual needs of each child enables us to make adaptations to this system to support individuals and allow something more personalised to be put in place should this whole school system not be sufficient or suitable.

## Responses to Distressed Behaviour

<p><b>Minor incidences e.g.</b></p> <ul style="list-style-type: none"> <li>● Non-compliance to a reasonable and understood request</li> <li>● Inconsiderate behaviour towards others</li> <li>● Minor disruption</li> <li>● Distracting others</li> <li>● Inappropriate language</li> <li>● Minor verbal aggression</li> </ul>	<p><b>Range of Possible Sanctions</b></p> <ul style="list-style-type: none"> <li>● Praise the appropriate behaviours of others as appropriate</li> <li>● Informal gesture: eye contact, frown, gesture</li> <li>● Moving the child to a different seat/group</li> <li>● A private reminder about the behaviour we wish to see- inviting them to make the right choice</li> <li>● Repetition of task/ completion of work in own time</li> </ul>
<p><b>Repeated or major incident e.g.</b></p> <ul style="list-style-type: none"> <li>● Repeated/continued refusal to comply to a reasonable request or routine</li> <li>● Disruption to the lesson/work of others</li> <li>● Verbal aggression (i.e. offensive language shouting or screaming)</li> <li>● Physical aggression</li> <li>● Threatening behaviour/intimidation</li> <li>● Inappropriate physical approaches i.e. touching, poking etc.</li> <li>● Minor damage to property</li> <li>● Hiding (absconding)</li> </ul>	<p><b>Range of Possible Sanctions</b></p> <ul style="list-style-type: none"> <li>● Allow an individual time /space to calm down</li> <li>● At least 5 minutes from playtime or lunch time(fill in reflection sheet)</li> <li>● Sent to Assistant Head or DHT</li> <li>● Missing the whole/ part of a break time or lunchtime (write letter of apology?)</li> <li>● Send to phase leader</li> <li>● Inform parents verbally</li> <li>● May need to start 'Individual Behaviour Plan'</li> </ul>
<p><b>Serious/potentially serious behaviour incidents e.g.</b></p> <ul style="list-style-type: none"> <li>● Persistent threatening or intimidating behaviour</li> <li>● Physical assault on peers</li> <li>● Physical assault on staff</li> <li>● Serious damage to property</li> </ul>	<p><b>Range of Possible Sanctions</b></p> <ul style="list-style-type: none"> <li>● Meeting with parents/and HT with follow up letter home</li> <li>● Lunchtime exclusion</li> <li>● Temporary exclusion</li> <li>● Permanent exclusion</li> </ul>

## Golden Time

Golden Time is an individual reward time during each week, for all children who successfully follow our Golden Rules. We believe in setting high expectations and therefore expect all children to be awarded with this time. During Golden Time, the children choose from a range of structured activities for up to 25 minutes.

## Key Stage 1

Golden Time will be daily, about 10 minutes, for the children who have been 'green' all day. Children who have had a yellow card or a red card will be included in discussions with an adult, to discuss the

Golden Rules and ways to make better behaviour choices. Children who have had a red or more than 2 yellow cards that week will have less Golden time and will spend some time with a member of SLT to reflect on their behaviour choices.

### **Key Stage 2**

Golden Time will be weekly. Children who are green all day will earn 5 minutes and by Friday will have 25 minutes. Children who have had a red or more than 2 yellow cards that week will have less Golden time and will spend some time with a member of SLT to reflect on their behaviour choices.

### **Responses to Distressed Behaviour**

All behaviour is communication. Distressed behaviour can be a way for children to let us know that they may need additional support in some way, whether emotional, social or educational. It is our duty to respond to this need, and support all our children to have the opportunity to learn in a safe and happy environment. Some behaviours can affect this right, for example: calling out, rudeness, answering back, verbal or physical aggression, and refusal to cooperate. Therefore the following consequences may apply.

The same high expectations are expected of children during play and lunchtime. Children are expected to follow the Golden Rules.

### **Responses to Distressed Behaviour**

1) Recognition of positive behaviour displayed by other children. Review what might be driving the off-track behaviour, and adapt if necessary; e.g. additional support, change of seating, brain break.



2) Verbal warning - with clear explanation of what is unacceptable referring to the Golden rules (e.g. One of our Golden Rules is to listen without interrupting, if you continue you will be given a yellow card).



3) Yellow card given. The child changes the card and has to fill in a reflection sheet with an adult during break or lunch. Focus on what can be changed to ensure a more positive outcome; this may include changes in the environment, as well as changes made by the child. Adult to scribe if the child can't write. The child can change the card back to green after filling in the reflection sheet.



4) If the child continues to display inappropriate behaviour, they have already had a yellow card, and supportive changes have been made, give verbal warning that they will be given a red card.



5) Red card given. The child changes the card and has to see a member of SLT. They will fill in a reflection sheet and spend some of their lunch break walking outside with a member of SLT discussing their inappropriate behaviour, and what can be changed to ensure a positive outcome for the future. Parents will be informed.

At all staff's discretion some of these steps may be omitted when extreme, inappropriate behaviour is witnessed.

### **REASONABLE FORCE** (Department for Education, *Use of Reasonable Force*, July 2013, updated annually)

- 1) The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Control means either passive physical contact, such as standing between pupils or blocking a

- pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when a pupil is trying to injure another child.
  - 6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force (section 93, Education and Inspections Act, 2006). It is within our legal duty as a school to make reasonable adjustments for children with disability and children with Special Educational Needs. As a school, we have invested in recognised Team Teach Training for several members of staff to ensure we have the most up to date guidance and training on the use of de-escalation and reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and dynamically assessing the risk- *is the risk greater if I don't intervene?*

All reasonable force must be recorded on the school Risk Assessment and Significant Incident Record, uploaded onto CPOMs and shared with the Designated Safeguarding Leads.

Where reasonable force is used in an urgent/emergency situation, parents/carers must be informed immediately and a Risk Assessment - Positive Behaviour Plan will be put into place which is agreed by the parent/carer where appropriate.

### **The role of the Governors**

The Governing body has the responsibility of setting down the principles that the Behaviour Policy is based on and supporting the Head teacher in carrying out the policy, giving advice where necessary. They will also monitor and evaluate its implementation.

### **The role of the Head teacher and SLT**

It is the responsibility of the Head teacher, supported by the SLT, to implement the policy consistently across the school, and to report to Governors on its effectiveness. The Head teacher must support the staff in the implementation of the policy, and set the standard for behaviour. The Head teacher should arrange any training that is required by staff and identified through the performance management cycle.

### **The role of the Class teacher**

It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary. The class teacher should have high expectations of behaviour at all times and follow the principles of behaviour management ( as noted in policy) in all their dealings with children. The class teacher should spend time with their class devising their own class code. The class teacher will keep a behaviour log in their classroom, so that patterns of behaviour can be identified. The class teacher will inform parents about incidents regarding behaviour, when appropriate.

### **The role of support staff**

All support staff should follow the Behaviour policy, seeking support and training from other staff when appropriate. Support staff should contribute to behaviour logs.

### **The role of parents**

Parents are asked to sign a Home/School Agreement on a yearly basis. The school at all times seeks to work collaboratively with parents, so that children receive consistent messages about behaviour at home and at school. If the school has to use reasonable sanctions on a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should follow the West Sussex Complaints procedure by initially contacting the Class teacher. If the concern

remains, they should contact the Head teacher and finally the school governors.

### **Anti-Bullying**

St Margaret's CE Primary School is determined that all children should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying as demonstrated by the school's anti-bullying policy.

### **Behaviour out of school**

Everyone is expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

### **Suspension**

#### **Fixed-term and permanent suspensions**

Where the behaviour of a child consistently puts the safety and educational opportunities of themselves or others at risk, and where every effort has been made to work with the child and their carer or parents to improve the behaviour, the Head teacher may implement a fixed term or permanent suspension. West Sussex County Council guidelines will be followed at all times. If a child is suspended for a period less than 5 days the school will provide work.

In the event of a permanent suspension the Local Authority will contact parents with details of the Day 6 provision. Reintegration interviews are considered to be a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.