



# St Mary's C of E (VA) Primary School

Working together  
in an inclusive Christian environment  
to allow every pupil to shine brighter and brighter.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect differences.

## Positive Behaviour Policy

This policy is GDPR compliant.

Date of issue: October 2021

Last reviewed/adopted: November 2023 (Standards Committee)

Next review date: Autumn 2024

Signed:\_\_\_\_\_

Date:\_\_\_\_\_

## **Introduction**

At St Mary's C of E Primary School we take a positive and proactive approach to behaviour management. We believe that positive behaviour is essential for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair. Positive behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement.

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at St Mary's has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive environment.

All staff, regardless of function or the nature of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and parents.

## **Promoting Positive Behaviour**

Our emphasis at St Mary's is on reinforcing the positive to promote good behaviour. It is important to recognise those children who conform to the expected behaviour and support those who may (at some point) struggle with some of the expected behaviours. Staff strive to model Positive Behaviour at all times. Behaviours such as: resilience, respect for others, determination, kindness and teamwork are particularly valued and both adults and children will acknowledge and praise these. Children are given positive and valuable feedback to improve their learning.

All school staff need to:

- ensure routines, rules, rewards and consequences conform to school policy and treat each child fairly
- have a clear understanding of school expectations
- set up classroom routines at the beginning of the school year, establishing an agreed working environment
- communicate clear and high expectations and enforce the school rules to ensure the class behaves in a responsible manner
- be consistent, e.g. follow up what has happened at playtime/lunchtime, ensure pupils understand expectations for the amount of work that must be completed
- act as role models
- be aware of individual needs
- provide a supported curriculum and a stimulating environment in which pupils are challenged
- develop pupils' self-esteem in a supportive and positive manner
- follow up disruptive and unacceptable behaviour promptly
- minimise confrontation e.g. use a calm, quiet voice when speaking to pupils
- emphasise that behaviour is a choice

- involve parents and senior staff (Headteacher, Deputy Head, SENDCo) and seek guidance and support at an early stage if necessary

### **Our Reward and Recognition System**

Every class has a Pebble Jar used to reward and encourage collective achievement through cooperation and individual effort. The children work together to fill the Pebble Jar and pebbles may be awarded for a variety of reasons. Each class chooses a reward, such as a class picnic, which they enjoy once they have filled their Pebble Jar. Reception introduce this scheme in the Summer term to support transition. **It is important to note that pebbles cannot be removed from the jar only added.**

In addition to the Pebble Jar the House Points system encourages team work and collaboration across the whole school. Children are allocated houses in Nursery and will remain in that house as they move through the school. House points may be awarded for: effort and achievement in relation to behaviour and work. Each half-term the winning house is awarded a shared treat for example, an additional playtime.

### **Playground Behaviour**

High expectations of behaviour are applicable in all areas of the school community, including the playgrounds and field. Lunchtime staff will communicate to class teachers where behaviour has been positive so children's efforts are recognised. Members of staff on duty will also report any less favourable behaviour so that this can be addressed.

### **The way we teach pro-social behaviour**

We teach positive behaviours through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement (considering the individuals responses to praise)
- Comfort and forgiveness

### **Our strategies for promoting pro-social behaviour**

- Giving verbal praise and positive feedback
- Asking a child to share their work with their peers
- Allocating children responsible tasks/roles
- Sending or taking a child to a 'partner' class or other adult as recognition
- Awarding weekly Special Achievers Certificates
- Giving class rewards for a class achievement (once their pebble jar is filled the class discuss and agree a chosen reward)
- A phone call/message home to share news of exceptional effort/achievements
- Sharing exceptional work/effort with the Headteacher or a member of the Senior Leadership Team

## **Reminder and Think and Decide**

If a child displays behaviour that stops the teacher from teaching and other children from learning they will be redirected to a more positive behaviour (e.g., “well done child X you’re showing excellent behaviour for learning, let’s all try and do that.”) If a child continues to display unacceptable behaviour they are given a reminder to correct their behaviour and of the consequences should they choose not to. The teacher may choose to take the child out of the classroom/to one side to discuss the behaviour being displayed and consequences being made. On most occasions this redirection will be sufficient to promote the desired pro social behaviour.

## **Consequences**

There may be occasions when a child’s behaviour during the school day is unacceptable. Unacceptable behaviour may include:

- Name calling and other verbal insults or hurtful language
- Racist and sexist remarks
- Unpleasant comments regarding another child or adult’s physical appearance
- Physically hurting another child or adult, for example; punching, kicking, biting, hitting, scratching
- Bullying (including cyber-bullying)
- Spitting
- Swearing
- Child on child abuse/coercion for example blackmail (e.g., “Do something or I’ll hurt you tomorrow”)
- Deliberately ignoring school rules/class instructions
- Answering back to adults or refusing to do as asked (for example, to leave the classroom)
- Rudeness to adults or children
- Disrupting others when they are trying to work
- Lack of respect for others e.g. laughing at others if they make a mistake or hurt themselves
- Destructive behaviour (for example, towards other children’s work and possessions, school grounds or property)

Unacceptable behaviour may involve an isolated incident or a pattern of behaviour over a period of time.

We believe in a restorative approach to inappropriate behaviour. Consequences must be educational and may be protective as relevant to the circumstances. Members of staff deal with the majority of incidents that occur in school. They have a good knowledge of the children, which helps them deal successfully with these incidents on an informal basis.

Incidents that are more serious may be referred to senior staff, the Deputy Head or Headteacher. The member of staff dealing with the incident will decide what course of action to take in accordance with the detail and spirit of this policy and other related policies. If a child exhibits unacceptable behaviour, it is essential that they understand that it is the behaviour that is unacceptable and not the child as a person. The school employs a number of consequences in line with our Positive Behaviour Policy to ensure a safe and positive learning environment is maintained for all children. We employ a consequence appropriate to each individual situation and according to the severity of the behaviour. We explain this to the as ‘Levels’.

The types of behaviour are matched to the Levels as below.

*Incidents of racism, sexism, homophobia, prejudice based or discriminatory language, bullying, swearing and fighting are always unacceptable and are dealt with immediately. Incidents are reported to the Headteacher are recorded and investigated. Parents/carers are informed and may be invited to meet with either the class teacher or Headteacher.*

- Level 1: Reminder of expected behaviour
- Level 2: Verbal warning
- Level 3: Reflection Time in class
  - Maximum 10 minutes
  - Reflection sheet to be completed during this time
  - Parents informed by teacher at the end of day or by phone.
- Level 4: Reflection Time in alternative class
  - Maximum 20 minutes
  - Reflection sheet to be completed during this time – child may miss class break but will be given break time alone/in a small group
  - Parents/carers informed by teacher at the end of day or by phone.
- Level 5: Child sent to most senior adult in school
  - Parents informed
  - Reflection sheet completed
  - Child misses class break/lunchtime at the discretion of Headteacher but will be given break time alone

**The school reserves the right to suspend pupils in extreme cases, or when students or parents have received warnings about banned items.**

- Fire Lighting Equipment
- Drugs and smoking equipment
- Weapons and other dangerous implements or substances.

### **Repair and Restore**

Quality time is devoted to talk to children about what has happened and to explore ways to repair and restore the situation for all involved. During this time, we aim to teach and remind children about the skills they need to use on future occasions, which will help to maintain pro-social behaviour and avoid further problems. Where possible a restorative justice approach will be used to support the child in understanding the impact their behaviour has on themselves and others. Children should be helped to understand why their behaviour is not acceptable and the impact it has on other people. If the adult feels this is warranted, the child/ren who has been affected by the behaviour will be supported to talk to the instigator about the impact of their actions and how this made the affected child/ren feel. In a supportive environment restorative conversations are a powerful tool for making children feel listened to and for making the instigator think about the impact of their actions.

### **More serious behaviour problems**

On rare occasions there may be examples of children displaying more serious behaviours. These occasions will always be dealt with by a member of the Senior Leadership Team and the child will receive an appropriate consequence. The incident will be recorded on the CPOMS system and parents/carers will be informed and invited to a meeting. For these types of behaviour a personalised behaviour plan to support the child to make pro-social choices will be implemented..

For children who continually find it difficult to follow the Golden Rules, individualised strategies will be implemented to support them if those in this policy are considered inappropriate and parents will be expected to work closely with staff to support the child.

In a minority of cases poor behaviour choices may result in a fixed-term suspension, Reasons for suspensions may include but are not limited to: violent/threatening behaviour towards another child/member of staff, racism, persistent violation of school rules.

This does not affect the Headteacher's right to take immediate action in the case of any serious incident.

### **Supporting children with behaviour difficulties, including those on the SEN Register**

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs relating to behaviour, may find it continually difficult to follow the school rules.

We expect all children to follow the school rules. However, we recognise that this will be more difficult for some children at certain times and will provide additional measures to support these children to be successful.

To support children with behaviour difficulties, including those on the SEN Register, to meet these expectations, additional measures include:

- Regular meetings between teacher and parents/carers
- Home–school contact book (e.g. Good News Book)
- Positive phone calls home
- Identified adults who will work with them if they are displaying crisis behaviours
- Setting targets for improved behaviour on their EHCP (Education, Health and Care Plan)
- Involvement of external agencies
- Pastoral Support Programme (PSP) for children at risk of suspension/permanent exclusion
- Meetings with the SENDCo to discuss progress.
- The use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

Children who have a full Statement of Special Educational Needs / Educational Health Care Plan (EHCP) may need expectations to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support.

It is important to note that we have a duty of care to **all** pupils; therefore, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or adults the Headteacher and Governors reserve the right to suspend/permanently exclude pupils who put others at risk.

(See also the Special Educational Needs and Disability Policy.)

### **Links with Home**

At St Mary's we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting pro-social behaviour and well-being. We feel it is important that parents/carers know the measures taken to promote pro-social behaviour in school and are able to participate in their children's education by having two-way communication with the school. Communication is encouraged through a wide variety of

methods including: class emails, newsletters, phone calls home and informal meetings with class teachers.

### **Procedures for review and evaluation**

Our Positive Behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle.

### **Related Policies**

- Child-on-Child Abuse Policy
- Child Protection Policy
- Complaints Policy Procedure
- Equality & Diversity Scheme
- Fixed Period & Exclusions Policy
- Reducing the Need for Restrictive Interventions in Schools Policy
- Special Educational Needs and Disability Policy

### **Appendix 1: Rights and Responsibilities**

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all.

Children's rights:	Children's responsibilities:
<ul style="list-style-type: none"> <li>• To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.</li> <li>• To be treated with respect and consideration</li> <li>• To have appropriate access to the school's facilities.</li> <li>• To have appropriate access to the teacher's time.</li> <li>• To have a safe environment.</li> <li>• To be heard and be able to express opinions.</li> <li>• To know what is acceptable behaviour and the consequences of unacceptable behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• To be co-operative and considerate.</li> <li>• To do their work on time.</li> <li>• To treat others with respect and consideration.</li> <li>• To share equipment.</li> <li>• To care for equipment.</li> <li>• To try to work independently when asked.</li> <li>• To try to be receptive and co-operative.</li> <li>• To act in a safe and responsible manner for themselves and others.</li> <li>• To speak out, but also to listen.</li> <li>• To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults.</li> <li>• To follow their agreed class rules.</li> <li>• To follow the school rules.</li> </ul>

Staff rights:	Staff responsibilities:
<ul style="list-style-type: none"> <li>• To work in a pleasant and safe environment and to be able to achieve job satisfaction.</li> <li>• To have support from within the education system, including other members of staff if required.</li> <li>• To be involved in a collaborative decision-making model within the school (curriculum and organisation).</li> <li>• To be treated with respect and consideration.</li> <li>• To be treated with courtesy by all.</li> <li>• To expect that there will be no cultural, gender or physical discrimination against staff members.</li> <li>• To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.</li> </ul>	<ul style="list-style-type: none"> <li>• To play a part in the running of the school.</li> <li>• To prepare learning opportunities thoughtfully.</li> <li>• To watch for unsafe behaviours.</li> <li>• To support the construction of pleasant environments.</li> <li>• To provide that support both informally and formally.</li> <li>• To consult with each other and reach agreement.</li> <li>• To be actively involved.</li> <li>• To treat others with respect and consideration.</li> <li>• To treat others with courtesy.</li> <li>• Not to discriminate or to accept others doing it.</li> <li>• Teachers to contact the parents/carers if there is a problem.</li> <li>• To provide information consistently.</li> <li>• To be approachable, to listen, to make the time, to act on information.</li> </ul>

Parent/carer rights:	Parent/carer responsibilities:
<ul style="list-style-type: none"> <li>• To have information on school processes and curriculum.</li> <li>• To be able to participate in school activities and decision-making processes.</li> <li>• To receive and offer information about their children's education and behaviour.</li> <li>• To be treated with respect and consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• To ask for information if they are unsure or want to know more.</li> <li>• To make the time and effort to be involved.</li> <li>• To be open and encouraging and willing to listen.</li> <li>• To develop with staff, workable solutions to problems.</li> </ul>



<ul style="list-style-type: none"> <li>• To expect consistent approaches to codes of behaviour used by staff throughout the school.</li> <li>• To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with respect and consideration and abide by the terms of the Home-School Agreement.</li> <li>• To be involved in agreeing school policy.</li> <li>• To let the school know of concerns about behaviour issues.</li> <li>• To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.</li> <li>• Not to discriminate or to accept others doing it.</li> </ul>
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## **Appendix 2: Hertfordshire Steps Approach**

St Mary's follows the Hertfordshire Steps approach, a therapeutic approach to positive behaviour management which is well established in many Hertfordshire Primary Schools.

Steps is based on the following shared principles:

- A focus on inclusion of children and young people
- A set of values and beliefs about understanding behaviour
- Open communication
- A commitment to diversion and de-escalation
- Risk Reduction Planning
- Reparation, reflection and restoration

### **A Therapeutic approach to behaviour**

Examples use positive phrases

- Remember to put your hands in your lap, thank you.
- Remember to face your learning partner, thank you.
- Put the pen on the table, thank you.
- Walk in the corridor, thank you.
- Looking and listening, thank you.

### **Give a limited choice**

- Put the pen on the table or in the box, thank you.
- Hands in your lap or sitting by yourself?
- Are you going to start with the words or the picture?
- Sitting on the mat or the chair?

### **Disempower the behaviour and explain the consequence**

- You can listen from there, but I will check you understand before you go to lunch.
- You can choose not to do the task now, but you will have to do it in exploring time.
- You can choose not to do the task now, but you will have to do it before you go outside for break.

### Appendix 3: De-escalation Script

[Learner's name] I can see something has happened

I am here to help

Talk and I will listen

Come with me and...