

The Priory CE VA Primary School



Positive Behaviour Policy

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Approval	Board of Governors	Chairman	Geoff Tabor
Headteacher	Sarah Richardson	Ratification	July 2024
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NB: This updated policy is to be read in conjunction with the new Anti-bullying policy			

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1. Philosophy and Aims

1.1 Philosophy

The safety, happiness and wellbeing of every pupil is at the heart of everything we do. We are committed to the development of every pupil as a caring and responsible member of our school community. We recognise the importance of a **positive, consistent** approach to behaviour in school and we understand that when children feel happy, safe, listened to and respected, then they make progress with their learning.

As a Christian school our core values are love, respect, forgiveness and aspiration. A principle text for the school is; **'Do to others, as you would have them do to you.'** **Matthew 7:12**

Our commitment to equipping children with the skills to make positive behaviour choices, where praise and encouragement far outweigh the need for consequences, reflects the overall educational and spiritual ethos of The Priory CE VA Primary School. We aim to teach children how to regulate their emotions, develop positive relationships with adults and children and use positive learning behaviours which allow them and others to make academic progress.

1.2 Aims

- To treat all children fairly and with equal respect
- To build a happy community which is safe, calm and caring, where effective learning can take place
- To create a culture where exceptionally high standards of behaviour for learning and for life are recognised and celebrated
- To ensure consistency, fairness and clear expectations towards behaviour choices
- To equip pupils with the skills and strategies to take control of their behaviour choices
- To ensure rules are kept to a minimum with only include those which are meant to be enforced
- To ensure that consequences reflect the behaviour choice of a pupil and are used restoratively
- To ensure the inclusion of all pupils, whilst making sure that staff are sensitive to the needs of individuals
- To ensure that staff, non-teaching staff, parents and governors are aware of expected behaviour
- To have consistent expectations and guidance for adults/children about routines and procedures

1.3 Consistency

In implementing this policy, the school acknowledges the need for:

- Consistent language and responses
- Consistent follow-up
- Consistent positive reinforcement
- Consistent expectations
- Consistent consequences
- Consistent respect from adults
- Consistent models of emotional control from adults
- Consistently reinforced routines for behaviour in class and around the school

Visible consistencies around the school

Routine	Expectation
Ready for school	<ul style="list-style-type: none"> • Children to arrive in correct uniform/kit and on time every day • Correct equipment, including Reading Record, in school every day • Bikes, skateboards and scooters to be walked into school • Years 5 and 6 mobiles phones handed in
Welcome	<ul style="list-style-type: none"> • SLT and staff to greet children warmly at the gate • Teaching team to offer personal greetings to each child • Teaching team to encourage polite replies and 'model' conversation • Classroom to be fully prepared - morning activity ready • Late children welcomed quickly to maintain flow of learning
Breaktime	<ul style="list-style-type: none"> • Children to be dismissed table by table (YR to line up) • 2 minute whistle - water/toilets then back out to the playground. Play equipment packed away • At the bell/children to be instructed to walk quietly back to class (YR to line up)
Worship	<ul style="list-style-type: none"> • Children to line up in class • Walk to/from the hall silently and in single file • Children to stand in their class row until told to sit down by class teacher • Children to listen carefully and respond appropriately to worship
In the corridors	<ul style="list-style-type: none"> • Children to walk silently and in single file
Dining room	<ul style="list-style-type: none"> • Before going out for lunch, put packed lunches on tables • Hot meals and packed lunches line up outside • Children to say please/thank you to lunchtime staff • Follow corridor expectations when leaving the hall
Prayers	<ul style="list-style-type: none"> • A short prayer to be said before lunch and at the end of the day (either through worship or in class)
Leave school	<ul style="list-style-type: none"> • Stack chairs in 6 away from fire exits, without obstructing exit paths • Stand behind chairs with bags • Encourage moments for quick recap/close day with story/poem / focus on learning • Say goodbye by name and encourage mutual thank you • Leave the school site only with authorised adult (staff to use end of the day checklist) • Year 5 and 6 pupils are permitted to walk home with written permission

2. Roles and responsibilities

In order to achieve our aims, we recognise that everyone within the Priory community will need to work together.

2.1 Governors will:

- be involved in the development and evaluation of the Positive Behaviour policy
- support the Head, who has the day to day authority to implement the policy
- support staff in implementing the policy
- monitor and evaluate the effective of the policy in fulfilling its aims
- report on the effectiveness of the policy to parents/carers
- provide opportunities for dialogue with children, staff and parents/carers

2.2 The Head will:

- keep records of all reported serious incidents of inappropriate behaviour (CPOMS)
- give suspensions (or as a last resort and after following due process - a permanent exclusion) to individual pupils for serious acts of inappropriate behaviour
- liaise with the Governors regarding the suspension or permanent exclusion of a pupil
- implement and promote the positive behaviour policy consistently throughout the school
- report to Governors on the effectiveness of the policy annually
- ensure the health, safety and welfare of all pupils in the school

2.3 Senior Leaders will:

- meet and greet children at the start/end of each day
- be a visible presence across the school and especially at transition times
- celebrate staff and pupils whose goes above and beyond expectations
- share good practice and facilitate behaviour training
- support staff in engaging children with more complex behaviours
- use behaviour data to target and assess school wide policy and practice
- review provision for children who fall beyond the range of written policies, including monitoring individual behaviour management plans
- liaise with parents to offer support, signposting and guidance on behaviour

2.4 Teachers will:

- teach pupils the rules, routines and commitment to high expectations at the start of each year
- actively teach children to behave; through PSHE, Trick Box, worship, discussion, mindfulness and modelling of positive behaviour
- know the children as individuals, thereby ensuring all children are noticed and supported positively
- arrive in class on time, welcoming and well-prepared
- plan and deliver engaging activities appropriate to their class
- use Creating Excellent Learners' (CEL) to support positive learning behaviours
- use praise to reinforce positive expectations
- refer specifically to rules/consequences and 'behaviour choices'
- use 'if' and 'then; to clarify choices and consequences, e.g. 'if you throw a pencil, then you will miss some of your play'
- treat all children with respect and empathy
- establish a calm classroom culture of mutual respect and curiosity
- liaise with external agencies, TAs and midday supervisors, parents/carers and SLT to support and guide interests of the child
- give attention to:
 - a clear seating plan which facilitates quality learning and collaboration
 - clear access to materials and equipment
 - clear routines and transitions between activities
 - noise levels appropriate for the activity

2.5 Teaching Assistants will:

- receive training in rules, routines and visible consistencies at the start of the year
- uphold and reinforce the agreed system of rules and consequences
- be consistent, fair and proportionate when giving rewards and sanctions
- know the children as individuals, ensuring all children are noticed and supported positively
- use Creating Excellent Learners (CEL) and Trick Box to support positive learning behaviours
- reassure, refocus and reaffirm tasks set for children
- use praise to reinforce positive expectations
- refer specifically to rules/consequences and 'behaviour choices'
- support pupils with SEND and behaviour plans, using given strategies
- allow children to express their views and feelings, seeking to extend their understanding of positive relationships through discussion
- treat all children with respect and empathy
- respond to children's needs swiftly, safely and with kindness
- observe children and inform class teachers about incidents or trends in behaviour

2.6 Midday supervisors/adults on duty will:

- receive training in rules, routines and visible consistencies at the start of the year
- uphold and reinforce the agreed system of rules and consequences
- be friendly, approachable and observant
- be consistent, fair and proportionate when giving rewards and sanctions
- know the children as individuals, ensuring all children are noticed and supported positively
- support children's development of behaviour skills and self-regulation
- treat all children with respect and empathy
- respond to children's needs swiftly, safely and with kindness
- observe children and inform class teachers about incidents or trends in behaviour

2.7 Pupils will:

- be at school every day on time, wearing correct uniform
- understand and follow the rules
- understand the consequences of not following the rules
- create and adhere to a class charter
- understand the role of Creating Excellent Learners (CEL) (for example, in developing resilience)
- vote for Captains of their House Team
- have the opportunity to become bronze ambassadors, Trick Box ambassadors, anti bullying ambassadors or play leaders

2.8 Parents/carers will:

- support and cooperate with the school, respecting the staff team and valuing their role of implementing the Positive Behaviour policy
- inform the school of any concerns which may affect the child's behaviour, including medical or social circumstances
- adhere to the home/school agreement
- provide their child with the opportunity to discuss their day
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed
- attend meetings to discuss their child's behaviour if necessary and support agreed plans
- promote positive attitudes towards the school
- provide and model good examples of behaviour
- support their child to look after school property at home

3. Rules

In order to achieve our aims, we have established a positive behaviour system, grounded in consistency and based on five rules which are designed to provide children with a structure to their behaviour. Staff will refer directly to these rules to ensure children make excellent behaviour choices. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour choices.

Our rules

1. Show respect to all members of the Priory community
2. Listen carefully and respond appropriately to others
3. Use kind words and keep hands and feet to yourself
4. Treat equipment and the environment with care
5. Follow instructions given by all staff

Pupils are taught how they should behave in different situations and high expectations are set by all members of staff.

At Key Stage 2, pupils take responsibility for learning and behaviour in the classroom and beyond through the development of a **class charter** to support positive behaviours. Across the school, Creating Excellent Learners (CEL) support the pupils with both their academic and behavioural achievements.

4. Creating Excellent Learners (CEL)

CEL (Creating Excellent Learners) is a more intentional approach at helping children to become better learners. It is about creating a culture in classrooms that cultivates learning behaviours and attitudes to enable children to face challenges calmly, confidently and creatively. It offers a shared language of learning across the school as well as shared and progressive expectations:

<p>Relationships</p> <p>The skill of working well with others and showing them respect (and not disrupting, hurting, ignoring, undermining)</p> <p>We all contribute.</p>	<p>Resilience</p> <p>The ability to cope with set-backs, to stay on task and to keep going when things don't go your way.</p> <p>The power of 'yet'</p>	<p>Resourcefulness</p> <p>The willingness to be creative, to show flexibility, to be organised and to make effective decisions</p> <p>Having resources is less important than how resourceful you are</p>
<p>Reasoning</p> <p>The understanding of how articulate my thinking, be critical, make links and logical connections</p> <p>Learn to use your brain power</p>	<p>Reflectiveness</p> <p>The skill of listening actively, evaluating learning and applying what we've learnt in different contexts.</p> <p>Reflective thinking turns experience into insight</p>	<p>Risk-taking</p> <p>The willingness to take part, to contribute, to try the unexpected and to show curiosity.</p> <p>It always seems impossible until it's done</p>

5. Recognition and consequences

At the Priory, we give first attention to best behaviour. We recognise and reward children in different ways recognising that a quiet word of personal praise can be just as effective as a larger, more public reward. Rewards include:

5.1 Team motivations/celebrations:

- Class Treats - (marbles in jars, letters for a treat)
- Extra playtime awarded to classes/whole school
- Caretaker's Cup
- Eco Cup

5.2 Individual motivations/celebrations:

- Mini Made to Flourish tokens
- Mini Made to Flourish Recognition Notes

- Made to Flourish Friday Treat - Headteacher Award (Y1 - Y6)
- Rainbow Certificates and Pots of Gold Certificates(Reception Class)
- Postcards/phone calls home
- Occasional 'specials' - for example, hot chocolate with the Headteacher

5.3 Consequences

Engaging with learning is always our primary aim. If a child chooses not to follow one of the school rules, their behaviour will not be accepted and there are a series of consequences for making the wrong choice. The system is designed to be clear and consistent, appropriate for the nature of the behaviour. When a reminder or consequence is given, it is linked explicitly to the rule - 'You are not following our first of showing respect. You now need to..'

Whilst in the majority of situations, a gentle reminder or nudge will be all that is required, it may be that a child receives a consequence. Consequences are an opportunity to learn and are designed to help a child to change their behaviour. With the exception of completing a more serious consequence every child will start afresh the next day with a clean slate, and have the opportunity to choose more appropriate behaviour.

<p><u>Step 1</u> Non-verbal/verbal reminder</p>	<p>This may include:</p> <ul style="list-style-type: none"> ● use of eye contact, gestures or other non-verbal communication to redirect a child or refresh their engagement. ● pause within instruction to redirect attention ● use of a child's name to refocus them ● circulating round the room and using proximity to redirect attention ● recap of instructions ● whole class referral to the intended learning ● a discreet 'drive by' a child to have a quick refresh, refocus or reminder about behaviour expectations
<p><u>Step 2</u> Verbal warning</p>	<p>This means that a reminder has already been given. A warning consists of:</p> <ul style="list-style-type: none"> ● an explicit, scripted response linked to the rule - 'You are not following the rule of.. I am now giving you a verbal warning and you now need to...' ● an opportunity for the child to make the right choice and to redress their behaviour ● a visible and discreet reminder may be given to the child at this point to emphasise that this is a final warning e.g. warning triangle on their desk
<p><u>Step 3</u> Yellow card</p>	<p>A yellow card means that:</p> <ul style="list-style-type: none"> ● A school rule has not been followed, despite a reminder and warning ● The child will miss 5 minutes of play at the discretion of the teacher (either lining up by the astro wall or being supervised in the classroom) ● Parents will be informed privately (either discreetly at pick-up or via email)
<p><u>Step 4</u> Red card</p>	<p>A red card means that:</p> <ul style="list-style-type: none"> ● One or more school rules have not been followed repeatedly, despite Steps 1-3 ● A child may have made a particularly poor behaviour choice (for example, hurting another child deliberately) and be fast-tracked to Step 4 in agreement with SLT

	<ul style="list-style-type: none"> ● Break and lunchtime for 1 day will be missed, ensuring each child has the opportunity for exercise at another time. ● A child may miss 2 days of break/lunch for aggressive conduct in agreement with SLT. ● Parents will be informed privately (either discreetly at pick-up or a phone call home) ● The child will not receive the Friday 'green sticker' given to children who have showed excellent behaviour all week ● CPOMs entry completed <p>A restorative meeting will be held with a member of staff using a scripted conversation in response to the following questions (Trick Box A, B, C, D)</p> <ul style="list-style-type: none"> - Accept - What happened? Who has been affected and how? - Be - What would you like it to be like? - Choose - What would you choose to do to make things right? - Do - What are you going to do to make things right? <p>A 'reflection form' will then be completed to support the child in understanding their behaviour</p>
<p><u>Step 5</u> Report to Head or Deputy Head</p>	<p>If a child is repeatedly receiving red cards frequently, they will report to the AHT/HT for a further meeting during which expectations around behaviour will be reinforced. At this stage, there may need to be:</p> <ul style="list-style-type: none"> ● a meeting with parents (online or face to face) ● a behaviour plan/chart or agreed short-term actions ● a scheduled review of a child's ongoing behaviour ● CPOMs entry completed

5.4 Pupils with Special Educational Needs (SEND)

Where children have SEND, there may be situations or circumstances where the consequences and rewards may need to be reasonably adjusted to suit the child's needs. This will be done in consultation with the SENCO and class teacher. The SENCO may also seek advice from external agencies.

5.5 Recording and monitoring behaviour

The class teacher will keep a log of behaviour, using a shared Google Sheet to track Yellow cards. Red cards and incidents dealt with by AHT/HT will be recorded on CPOMs as well as actions taken by staff which support children to modify their behaviour. These will be monitored by SLT on a termly basis to identify and support children with significant behavioural challenges or changes in their behaviour. Unusual changes in behaviour may indicate a safeguarding concern; the school will follow up any concerns in line with our Child Protection Policy.

All incidents that might be construed as racist, homophobic or disability related are fully investigated and recorded; in the first instance the AHT/H must be informed and the incident logged on CPOMS. See also anti-bullying policy.

5.6 Weekly Made to Flourish Treat

Children who have demonstrated an excellent attitude towards learning or have made a significant improvement in regulating their behaviour can be nominated by their class teacher to attend the Made to Flourish Friday Treat with the Headteacher. This is a special time to celebrate their achievements. Two children from each class (Y1 - Y6) are nominated each week and join the headteacher for a biscuit, certificate and Headteacher badge. Each child shares a piece of work

or talks about an aspect that demonstrates them flourishing.

5.7 House Days

There are 4 Houses at The Priory School:-

Green - Winchester

Yellow - York

Red - Canterbury

Blue – Salisbury

From Year R children are in a House team. We have planned 3 House Days (one per term) which give children the opportunity to work collaboratively with one another.

6. Looking after Property

Taking care of possessions is an important aspect of growing up. Children should be encouraged from an early age to look after their books and toys, clear up after activities by returning resources to the correct place.

In school children are expected to leave shared areas/equipment (e.g. Computer suite / chromebook trolleys /hall /library) ready for the next class. Monitors in each class and throughout the school also take responsibility for specific jobs

To help all children look after their own property, everything should be named:-

- ALL clothing
- PE equipment
- Lunch boxes
- Plastic water bottles (containing water only)
- Coats

If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, broken equipment, etc. It is recognised that accidents do happen.

7. Suspensions, exclusions and reduced timetables

7.1 Suspensions / Permanent

There are 2 types of exclusions. Suspensions (previously known as temporary or fixed-term) and permanent.

In exceptional circumstances where a child has seriously and continually breached the school's behaviour policy, shown no improvement after step 5 intervention and/or is involved in an extremely serious incident, the Headteacher may need to exclude the child. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

At all times, when a child is of statutory school age, if they are sent home as a result of their behaviour, this counts as an exclusion. No cooling off periods or unofficial exclusions are allowed, regardless of whether they are done with the agreement of the parents or carers.

Depending on the circumstances, the school is likely to issue a suspension in the first instance of 3 to 5 days. This will be increased if necessary, upon subsequent transgressions of our school rules. A

pupil may be excluded for one or more fixed term periods, up to a maximum of 45 school days in a single academic year.

It should be noted that a pupil can be excluded for behaviour outside of school e.g. sending indecent and graphic images and other illegal activity.

The school always considers exclusion as a last resort. The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability (ie SEND) or race. The Priory CE VA Primary School will also give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

The school follows the DfE guidance document for exclusions and will endeavour to work closely with the local authority. The school will also consider and support **managed moves** to another primary school for any pupil where the placement at Priory School is failing, should one be possible and appropriate.

7.2 Reduced Timetables

As part of a behaviour management plan or reintegration to school plan, the school may also use a reduced timetable. For example, this may require a child to go home for lunch or finish the school day at an earlier time. Reduced timetables are arranged in agreement with the parents and the local authority. The aim of any reduced timetable is the return to full schooling as quickly as possible and so short-term review dates are a requirement.

8. Use of 'reasonable force'

When should reasonable force be used?

Reasonable force and restraint may be used to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property (including the pupil's own property);
- engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session, anywhere in or outside the school, or offsite.

What is 'reasonable force'?

"The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. 'Reasonable in the circumstances' means using no more force than is needed". DfE May 2012

What is 'restraint'?

"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. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury." DfE May 2012

Key principles

Restraint handling is always a last resort.

This means de-escalation strategies are our primary response – this may mean moving other children or objects out of harm's way – rather than the child who is agitated. Where possible, the child should

have the space to calm down and regulate their own emotions. Physical force or restraint would only be used as a last resort, after all other appropriate behavioural strategies have been tried.

Key actions

The following actions must apply in all circumstances:

- Force is never used as a punitive action.
- If restraint is necessary, there must be at least 2 staff members present.
- Any incidents always need to be referred to the AHT/HT who will always log a full record on CPOMS.
- It is imperative that parents are always informed immediately or on collection of the exact details of the physical restraint used.
- If any staff injuries have occurred, including scratch or bite marks, these must be logged with the Local Authority using the accident reporting form.

9. Monitoring and Review

The Headteacher and Governor with responsibility for behaviour will monitor the effectiveness of this policy and report to the Governing body, and, if necessary, make recommendations for further improvements. The school keeps a record of any pupil who is suspended, or who is permanently excluded. It is the responsibility of the Governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing body will pay particular attention to matters of equality to ensure that no pupil is treated unfairly.

The Headteacher has day to day responsibility for ensuring that this policy is adhered to, but all staff, parents, pupils and Governors share responsibility to ensure good behaviour and discipline, to combat bullying, peer on peer abuse and racism and promote an ethos conducive to the emotional wellbeing and spiritual development of all. The policy will be monitored and reviewed annually.

This policy should be read in conjunction with the school's:

- *Anti-Bullying Policy*
- *SEND Policy*
- *Single Equality Policy*
- *Child Protection Policy*
- *Health and Safety Policy*
- *Staff Code of Conduct*
- *Home School Agreement*
- *Online Safety Policy*

and also the following DfE documents:

- *Behaviour and Discipline in Schools 2012 – A Guide for Head Teachers and School Staff*
- *Use of Reasonable Force 2012 – Advice for Head teachers, Staff and Governing Bodies*
- *Preventing and Tackling Bullying 2012 – Advice for Head Teachers, Staff and Governing Bodies*
- *Behaviour and Discipline in schools 2012 – Guidance for Governing Bodies*
- *Ensuring Good Behaviour in Schools 2012 – Summary for Head Teachers, Governors, Teachers, Parents and Pupils.*

Policy Version History

Date	Comments / Reviewed:
Jan 2018	New Policy written by Paul Ruffle Introduction of 'Ready, Respectful & Safe' and Behaviour Ladder
September 2019	Policy updated by Paul Ruffle to include latest guidance on exclusions, anti-bullying and restraint handling
January 2022	Full Policy Revision by Mel Fidge as part of the Behaviour Hub programme. Introduction of 5 clear rules and simplified rewards and consequences. Anti-bullying now a separate policy
July 2024	<ul style="list-style-type: none">● Change from DHT/HT to AHT/HT● Taken out Weekly Greens● Changed House Points to House Days● Included Mini Made to Flourish, Made to Flourish Friday Treat● Included Rainbow Certificates and Pots of Gold Certificates for Reception Class● Included Trick Box as a strategy to support positive behaviour.● Included Trick Box ABCD card as a consistent way to reflect on and resolve behaviour incidents