



POSITIVE BEHAVIOUR POLICY

PURPOSE

Ecchinswell and Sydmonton Church of England Primary School, a caring and loving environment, wants every child, through the core Christian values of respect, responsibility, inspiration and courage, to become independent, confident and articulate individuals who are able to think for themselves, have a sense of self-value and the values of others, have a strong social, moral and spiritual awareness, have relevant life-skills and be able to communicate in an ever-changing world.

This vision is underpinned by the Christian values we share: respect, responsibility, courage and inspiration:-

We aim:

- for pupils and staff to be happy, confident and independent.
- for pupils and staff to understand our code of behaviour at all times.
- to promote, encourage and celebrate positive behaviour.
- to encourage thoughtful and considerate behaviour.
- to encourage kindness, respect and politeness to everyone.
- for pupils and staff to recognise the need for co-operation and collaborative working.
- for pupils and staff to consider how their behaviour can affect the school community.
- To develop staff and pupils' pride in their own achievement and that of others, have high standards of behaviour and dress and the desire to produce their best work at all times

PROCEDURES

All staff manage pupil's behaviour in a positive way by:

- ignoring the low-level inappropriate behaviour (providing others are not being distracted or are in danger) and praising and encouraging appropriate behaviour, often using other pupils as an example – eg. "I do like the way is sitting so quietly".
- Praise the child when s/he starts to behave appropriately
- Boost the child's self-esteem by 'catching them being good.'
- Endeavouring to be fair and consistent in all dealings with pupils by using the school rewards systems and the School Rules.

The School Rules are used as a basis for all management and teaching of behaviour.

The Rules are:

- Respect other children and the adults at our school.
- Listen and follow instructions.
- Put your hand up before you leave your seat.
- Keep yourself and others safe.
- Keep your hands and feet to yourself.

REWARDS

The majority of children try hard to keep the School Rules and the systems for rewarding this are:

- Stickers or verbal praise
- Class stars which lead to a class treat (once a pre-determined number of stars has been reached)
- Showing or sharing a piece of work with the class or another teacher/headteacher
- Golden Time
- Special reward time at the end of each day (at the teacher's discretion)

Any child can be rewarded for an outstanding piece of work or an action by being entered into the Golden Book. It is the responsibility of the adult awarding the Golden Book recognition to enter the child's name into the Golden Book (kept in the school office) stating the reason. The child will be presented with a sticker and a letter for parents in Celebration Worship at the end of the week.

GOLDEN TIME

Golden Time will take place on a weekly basis on a Friday afternoon in the classroom. Classroom staff should ask the class what they would like to do.

CELEBRATION AND REFLECTION WORSHIP

Every Friday afternoon two 'Star Learners' are chosen from each class. These pupils have shown evidence of one of the 'Learning Values' – stickability, teamwork, aim high and reflect. They are awarded a certificate in Worship, gain a 'bird' for their House Tree and have their photograph displayed in the main corridor.

Many other achievements are also celebrated during the worship, including mental maths certificates, reading at home, reading challenges, spelling, sporting activities and out of school achievements.

SANCTIONS

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the actions of individuals
- Be consistently applied by all staff to help ensure that children and staff feel supported and secure.
- Be in proportion to the action- see table below
- Make it clear that it is the behaviour which is unacceptable, not the child

Actions which break a school School Rule can be categorised under three different levels of seriousness.

Level	Behaviours	Sanction
Low-level	• Being out of your seat • Hurting others accidentally (carelessness) • Wearing uniform inappropriately (jumpers tied around waist, skirts rolled up) • Minor disturbances (eg. tapping rulers on desk) • Swinging on your chair • Being off task • Being dishonest • Calling out • Distracting others • Drawing on books • Talking in class/ assembly or line	• Verbal warning • Verbal warning • 5 minutes missed from next playtime
Medium-level	• Name calling • Being rude or disrespectful to others • Stealing • Refusing to do ask asked • Deliberately breaking school rules and expectations • Being late into lines and not lining up appropriately • Saying unkind things • Deliberately hiding the belongings of others • Swearing in general conversation	• 10 minutes loss of break for the child • Parent contacted by classteacher
High-level	• Hurting others deliberately • Threatening or bullying behaviours • Racism or discrimination • Foul and abusive language to others • Deliberate damage to school equipment or personal property of others • Deliberate misuse/damage to school buildings or structure	• Lunchtime (play) missed – to be supervised with one or two adults • Referral to Assistant Head Teacher or Head teacher • Logged on CPOMS by class teacher and updated by Assistant Head Teacher or Head teacher • Parents contacted by Assistant Head Teacher or Head teacher • Next steps agreed by Assistant Head Teacher or Head teacher and classteacher

CONTINUED LOW LEVEL INCIDENTS

If a child continues to receive low-level warnings they will be logged on CPOMS. The following process will follow each warning. The warnings will be monitored by the Senior Leadership Team, half termly. Warnings are void after each half term.

Warning (per Half Term)	Sanction	Procedure (admin)
1 st low-level warning	5 Minutes from break (ask standard script questions - see below)	Log on CPOMS by teacher
2 nd low-level warning	10 minutes from break with classteacher (ask standard script questions - see below)	Log on CPOMS by teacher
3 rd low-level warning	10 minutes detention with a different teacher (ask standard script questions - see below)	Log on CPOMS by teacher
4 th low-level warning 5 th low-level warning 6 th low-level warning 7 th low-level warning 8 th low-level warning 9 th low-level warning	10 minutes detention with Assistant Headteacher or Headteacher	Log on CPOMS by SLT Parent contacted After 9 th warning will prompt child being assigned to a daily report for one week
10 th low-level warning	Child to be placed on weekly report and reviewed by SLT at the end of the week to consider next actions.	Log on CPOMS by SLT Report shared daily with parents Review report to consider next steps
<i>If behaviour continues, Individual Behaviour Plan will be discussed with Class Teacher and senior leadership team. A strategy will be developed to support the need of each individual child</i>		

Conversation to have with child

1. What happened?
2. What were you thinking?
3. What have you thought about since?
4. What do you think needs to be done to make things as right as possible?

CONFISCATION OF INAPPROPRIATE ITEMS

Pupils are not allowed to bring in toys, books or electronic devices from home. This is because they can easily be misplaced or broken, or provide a distraction to learning. If a pupil is known to have brought in one of these items they will be asked to hand them into the school office. If a pupil refuses then the item will be taken from their bag to be kept in the school safe. The item will be returned at the end of the school day.

The school is not responsible for items brought to school.

Other items which will be confiscated are:

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco, cigarette papers or lighters

SAFETY AND SCHOOL VISITS/ACTIVITIES

If a pupil's behaviour in school is a cause for concern and following the risk assessment process, school staff feel that this could compromise the safety of the child and others, then the pupil will not be allowed to take part in the visit or activity. The pupil will remain in school with other staff.

AFTER-SCHOOL CLUBS OR ACTIVITIES

Most after-school clubs are run by staff who volunteer to do so. If a pupil's behaviour is causing concern during school time or the club then the pupil may be asked to miss the club and parents will be contacted to collect the pupil at the end of school.

SUSPENSIONS

The County's policy on exclusion will be followed in extreme cases (copy available at school office).

PHYSICAL INTERVENTION

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

BULLYING

At Ecchinswell and Sydmonton CE Primary School we regard any incidents of bullying as very serious. Bullying of any type will not be tolerated and will be investigated fully.

Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
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- Bullying related to learning difficulties or disability.
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- Bullying related to appearance or health conditions.
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- Bullying related to sexual orientation (homophobic bullying).
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- Bullying of young carers or looked after children or otherwise related to home circumstances.
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- Sexist, sexual and transphobic bullying.
- Cyberbullying

Prevention

We aim to:-

- create a safe environment where pupils can learn and play, and can express their concerns, confident that an adult will listen and offer support
- encourage mutual respect
- encourage the view of the school as a community where each individual has an important and valued role to play
- provide good role models of behaviour.

Within the curriculum the school will raise the awareness of the nature of bullying and how to deal with it by discussions in PSHE, Heartsmart, collective worship and other subject areas as appropriate. Children are taught that bullying is unacceptable, and that they must confide in an adult if they are subjected to it. Also, children are helped to develop their self-esteem and social skills so they can resist antisocial behaviour.

Intervention

We will take the following steps when dealing with disclosures or observations of bullying:

- If bullying is suspected or reported, the matter will be reported to the Headteacher as soon as possible by the member of staff involved.
- If a case of bullying is clearly established, a clear account of the incident should be recorded and referred to the relevant class teacher if they are not otherwise involved.
- The Headteacher will refer the incident to the classteacher.
- The classteacher may interview all concerned.
- The classteacher, along with the Headteacher, will decide whether or not parents of all those involved need to be informed. This will depend on the severity of the antisocial behaviour, and its effect.

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the pupil by offering them the support of adults in school;
- restoring their self-esteem and confidence;
- discovering why the bully acted as he/she did, and why the pupil became involved;
- establishing the bully's guilt, and having him/her acknowledge the need to change;
- teaching the victim new skills they can use to deal with antisocial behaviour (eg assertiveness);
- re-interviewing all parties at one or more pre-arranged intervals (to check whether the situation has improved);
- informing parents/carers of all parties as appropriate.

The following disciplinary steps can be taken:

- official warnings (formally recorded) to cease offending;
- missing playtimes
- withdrawal of privileges;
- Pastoral Support
- calling in parents;
- exclusion (in extreme cases only)- internal and external.

Recording and Reporting

The incident will be recorded in the bullying log, located in the Headteacher's Office.

Governors will be informed on a termly basis, via the Headteacher's report, of the number and type of bullying incidents reported.

TEACHING APPROPRIATE BEHAVIOUR

As with all other areas of the curriculum, appropriate social and interpersonal skills/behaviours and intrapersonal skills/behaviours have to be taught to the children in a structured and progressive way. As with any new skill this must be practised on a regular basis.

Appropriate behaviour is taught through the areas of

- Heartsmart
- Global citizenship
- Circle time
- Drama

- RE
- Literature
- PE
- Collective worship

MONITORING, EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness.

The policy will be promoted and implemented consistently throughout the school.

This policy has been agreed with all staff and other stakeholders.

Initial version September 2011

Date of Review	Amendments	Approved by	Date of next review
June 2012	Removed (EYFS and KS1) or name card (KS2) from Step 5 badge Added section on anti-bullying.	Curriculum Committee	June 2013
June 2013	No changes	Curriculum Committee	June 2014
June 2014	No changes	Curriculum Committee	June 2015
June 2015	No changes	FGB	June 2016
June 2016	No changes		June 2017
March 2018	New school rules added New learning values added Removed 'happy pegs' and inserted tokens/stickers Changed sanction ladder 10 minutes time out added for KS2 Changed Golden Book recommendations	Curriculum Committee	March 2019
November 2018	Deleted 3 Christian Values after the review Deleted reference to sanction ladder in Golden Time paragraph Amended sanction diagram Added breaktime/lunchtime management plan	FGB	
March 2019	No changes		March 2020
May 2021	Updated school vision Removed sticker card for KS1 Removed playtime procedures Added cyberbullying to list of types of bullying Removed circle time and added Heartsmart Removed tokens in a jar	FGB	May 2022
May 2022	Made changes to rewards Added list of behaviours Made changes to sanctions Changed exclusions to suspensions (now used by DfE)	FGB	May 2023

April 2023	Added 'swearing in general conversation' to medium-level behaviours.	FGB	
April 2024	No changes	FGB	April 2025
May 2025	No changes	FGB	May 2026