



The Collaboration of East Harptree and Ubley Church of England VC Primary Schools
Positive Behaviour Policy
Celebrating 'life in all its fullness' John 10:10

Introduction:

This policy should be taken and used as part of the Collaboration of East Harptree & Ubley Church of England Schools' overall strategy and implemented within the context of our Christian values and Vision Statements:

'East Harptree Church of England School aims to encourage each child to dream, believe, achieve together.'

'Ubley Church of England School aims to equip each child to be caring, capable and confident in an ever-changing world.'

Rationale:

Successful behaviour management is a fundamental aspect of good learning and has a significant impact on good standards of attainment and progress. Not only does it help to achieve high standards across the curriculum, it is also essential in helping pupils to:

- develop a positive self-image and good relationships – respecting themselves, others and the environment
- develop strong moral, social and cultural values including a strong sense of personal responsibility and self-discipline

We expect very high standards of behaviour and this is best achieved when all members of our school community - pupils, parents, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other. Excellent behaviour is everyone's responsibility and children flourish in a safe, supportive and caring environment where all stakeholders share that ambition.

Aims:

- To provide children with a clear set of guidelines for positive behaviour for learning, e.g. **The Golden Rules and Christian Values**
- To ensure all adults across the Collaboration understand and promote this policy
- To encourage self-esteem, confidence and respect for others and their surroundings at all times
- To use rewards, such as **School Vision Certificates** and **Christian Value awards**, to promote and celebrate good behaviour.
- To ensure that appropriate/inappropriate behaviours are dealt with efficiently and effectively at all times
- To ensure an ethos of forgiveness is promoted
- To work in partnership with parents/carers and the wider school community to promote positive behaviour

Strategies:

There is a shared responsibility between staff, parents and pupils for the promotion of good behaviour. Children are always reminded that they make their own behaviour choices and if they choose to act in a way in which they know breaks the agreed rules, they are choosing the corresponding sanction.

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential
- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions consistently
- To build positive relationships with children
- To model positive behaviour and relationships (with children and adults)
- To form a good relationship with parents so that children can see the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships
- To be consistent in their approach to behaviour with classroom management expectations for registration times (pupils are expected to be silent unless answering their name), movement around the school buildings and care of school property.

Parents'/Carers responsibilities are:

- To be aware of the school rules and expectations of children's behaviour
- To make children aware of appropriate behaviour in school
- To be aware of the school values and their relationship to promoting good behaviour
- To encourage independence and self-discipline
- To foster good relationships with the school
- To support the implementation of this policy as well as decisions made by the school

Parents/Carers are provided with a copy of the behaviour policy when their child first starts school and it is published on the school website. Parents/Carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to bring about improvement.

Children's responsibilities are:

- To follow the agreed rules and work to the best of their ability
- To treat other people, school property and their environment with respect
- To follow instructions of the school staff and to co-operate with other children and adults
- To show good learning behaviours – engaging with tasks positively

What we do to encourage good behaviour and deal with poor behavior

We use a wide variety of strategies to praise and reward children including:

- Facial & verbal expressions (smiles, thumbs up)
- Written comments
- Awarding house points for good work and good behaviour
- Offering golden time activities
- Showing others their good work and displaying children's work
- Sharing and celebrating children's achievements in Collective Worship by awarding certificates relating to our school visions
- Sharing and celebrating children's attitudes to school life and to others' in Collective Worship through weekly awards relating to our Christian values
- Positive feedback to parents (verbal and written messages)
- Tokens e.g. smiley faces, certificates, stickers, badges etc.
- Giving children special privileges and responsibilities

We never criticise or label the child as 'naughty' or 'badly-behaved'. We criticise the behaviour and the behaviour choices but not the person.

- We help children find ways to improve their behaviour. Sanctions are followed up with opportunities to demonstrate the opposite of the poor behaviour and children are consistently reminded that even when a sanction has been applied, there is an opportunity to 'start afresh'
- Sanctions are applied as soon as is practically possible, preferably on the same day and the

connection made clear to children between the behaviour and the sanction. Poor behaviour observed by any member of staff within the school and in the school grounds should be dealt with immediately. To ignore it, is to condone it.

- Children are encouraged to take responsibility for resolving their own conflicts. This means that adults will teach and model strategies for doing this, and guide children to carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. The school has a separate policy on bullying.

What we will not do in response to poor behavior:

- Humiliate children
- Shout
- Respond emotionally and impose excessive sanctions as a result. (Were this to happen in error, we will correct it and apologise)
- Punish a whole group for the poor behaviour of individuals
- Use sarcasm
- Make idle threats

Guidelines:

Classroom and Playground Behaviour Systems:

In the classroom and playground we ensure safety and a positive atmosphere through reinforcement of the school Golden Rules (see appendix 1). All staff use positive praise and reinforcement at all times to model the 'Golden Rules', to encouraging positive behaviour and working relationships. Infringement of the Golden Rules by children will be dealt with by teachers/adults using the following procedure: -

In class:

- Step 1 – a reminder is given to the child about the Golden Rules
- Step 2 – the pupil is asked to move seats
- Step 3 – the pupil is asked to move class for a set period of time. *The incident is recorded in the class behaviour book*
- Step 4 – the pupil is sent to see the Head Teacher. *The incident is recorded in the class behaviour book and Headteacher's behaviour log*
- Step 5 – a letter is sent home to parents/carers to request a meeting.

Our pupils are encouraged, through discussion with teachers/adults, to try to understand why their behaviour has been inappropriate and how they can positively change their behaviour for the future. Pastoral and positive behaviour management strategies are discussed at weekly staff meetings. '**The Golden Rules**', '**School Vision**' and '**Christian Values**' are displayed in classrooms/corridors and around other areas within the school environment.

In the playground:

At lunchtime, all staff deal with children calmly, kindly and always in a respectful manner. They will also deal with situations with care, consistency and firmness. The member of staff will use their discretion to find a solution that is agreed by all parties, with the children apologising and shaking hands. A child may be asked to take **Time Out** as appropriate.

If the incident is more serious, such as children being disrespectful to adults or hurting another child, the procedure is as follows: -

- Step 1 – child discusses incident with class teacher. *The incident is recorded in the Class Behaviour Book.*
- Step 2 – the incident is investigated by the Head Teacher
- Step 3 – the pupils, teacher and head teacher work together to find an appropriate solution
- Step 4 – solution agreed by pupils and staff

Serious Misbehaviour:

In response to serious misbehaviour or persistent infringement of the Golden Rules we will follow the process below:

Step 1 – a meeting between parent/carer, pupil, SENDCO or Head Teacher

Step 2 – an agreed action plan (PPS or SSP) put into place with behaviour targets for the pupil

Step 3 – regular monitoring and review of plan

Outside agencies such as an Educational Psychologist, Behaviour Support Teacher or Learning Support Teacher may be involved in discussing further strategies to be used at school and at home.

When necessary, professional counsellors will be brought into school to help support children, adults and the community.

We refer to green, amber and red behaviours as part of our explicit teaching of good behaviour, and above all aim for consistently outstanding behavior – see examples below.

The following lists *some* of the examples of green, amber and red behaviours (not intended as an exhaustive list):

	GREEN BEHAVIOURS	AMBER BEHAVIOURS	RED BEHAVIOURS
We always do our best to be kind, be safe and be responsible	<p>Being kind</p> <ul style="list-style-type: none"> Only saying positive things Letting everyone join in Keeping hands and feet to yourself Sharing Being polite to others Always showing good manners and respect (e.g. saying please, thank you, holding doors open) Always using words and not body language to communicate Always being honest and truthful 	<p>Not being kind</p> <ul style="list-style-type: none"> Saying unkind things Not letting others join in Not keeping hands and feet to yourself Not sharing Not being polite to others Not holding doors open Not listening to others Not following instructions Calling out in class Not being honest and truthful 	<p>Deliberately being unkind</p> <ul style="list-style-type: none"> Speaking in a verbally aggressive manner Being verbally aggressive – e.g. swearing Being deliberately unkind – being spiteful or rude Being physically aggressive e.g. hitting, biting, kicking, spitting, pushing Bullying Harmful or offensive name calling e.g. racist, sexist, or homophobic language Intimidating behaviour Making rude gestures Throwing objects Repeated amber behaviours
	<p>Being safe</p> <ul style="list-style-type: none"> Listening to and following instructions first time Looking after resources and always returning resources to the correct place Lining up quickly and quietly Telling an adult if there is a problem Walking calmly inside the buildings Being silent when entering the hall for Assembly times Following online safety rules and the acceptable use policy 	<p>Not being safe</p> <ul style="list-style-type: none"> Running indoors Not returning resources to the correct place Not lining up quickly or quietly Not following or ignoring an adult's instruction Leaning back on chair Leaving the classroom without permission 	<p>Deliberately being unsafe</p> <ul style="list-style-type: none"> Not following an adults' instructions after a reminder Destruction of property Leaving the school without permission Repeated refusal to follow instructions Fighting and intentional physical harm to others Repeated amber behaviours
	<p>Being responsible</p> <ul style="list-style-type: none"> Putting effort into your learning Concentrating on your learning Sharing ideas, asking and answering questions Having your reading book in school Having your P.E kit in school Getting the correct equipment to help your learning Bringing your home learning in on time Keeping the classroom/cloakroom tidy Returning things to their correct place Listening to what others say Wearing the correct school uniform Modelling green behaviours at all times 	<p>Not being responsible</p> <ul style="list-style-type: none"> Not putting effort into your learning Distracting yourself and others from learning Accidental damage through carelessness or litter dropping Not sharing ideas, asking or answering questions Not having your reading book in school Not having your P.E kit in school Not sorting the correct equipment to help your learning Not bringing your home learning in on time Not keeping the classroom/cloakroom tidy Not returning things to their correct place Not listening to others Not wearing the correct school uniform Not arriving to school on time 	<p>Deliberately being irresponsible</p> <ul style="list-style-type: none"> Refusing to do your learning Deliberately preventing others from learning Disrupting the physical classroom environment – throwing chairs, ripping displays etc Breaking something intentionally Vandalism or stealing Repeated amber behaviours

Sanctions

It is our aim that children develop a clear sense of what is right and what is wrong. The following guidelines and possible sanctions are to be used at the member of staff's professional discretion. In addition, staff may feel it is appropriate not to give warnings in circumstances where it is felt that the behaviour warrants this. The primary principle in all cases is that staff make professional judgements about behaviour and sanctions to uphold good behaviour and respect for others as this underpins an excellent education. Staff will also take into account the age of the child concerned as well as any specific needs that the child may have (see also the section 6 on supporting children with a 'protected characteristic' below).

The Sanctions are divided into stages and as far as is reasonably possible, each stage is followed consistently and clearly. (It is not possible to list all possible sanctions and the following is offered as guidance). If a member of staff is in doubt about a behaviour and/or sanction, advice should be taken from a member of the SLT.

Inappropriate use of technology is likely to be dealt with within this behaviour policy. Depending on the circumstances it is likely that the school would contact our schools IT support team. Illegal misuse of equipment is likely to be dealt with by external agencies e.g. the police, CEOP or the LCSB or a combination thereof. It is important that any incidents are dealt with as soon as possible in a proportionate manner, taking into account the age of the child and the nature of illegal/inappropriate use. Inappropriate or illegal uses of technology outside of school may also be dealt with within this policy.

AMBER BEHAVIOURS		RED BEHAVIOURS	
Less serious	More serious	Very serious	Extremely serious
<ul style="list-style-type: none"> Reminders Proximity Eye contact/frowns Change of seating Verbal warning with reminder of expectations and rule; may be recorded in CBL (class behaviour log) Loss of playtime at staff discretion; recorded in CBL Loss of golden time at staff discretion (e.g. 5 mins); recorded in CBL After repeated behaviours (e.g. 3 incidents in a morning) a warning is given that the next time it changes to 'more serious' 	<ul style="list-style-type: none"> Formal warning; recorded in CBL Separation from rest of class or group* Making an apology – verbal or written Completing unfinished work during break or lunch time Supervised out of class as appropriate HT or DHT involvement Loss of playtime at staff discretion; recorded in CBL Loss of golden time at staff discretion (e.g. 10 mins); recorded in CBL After repeated behaviours (e.g. 2 incidents in a morning) a warning is given that the next time it changes to 'very serious' and will include contact with parents 	<ul style="list-style-type: none"> Exclusion from class* Informal and verbal contact with parents by class teacher Daily/weekly encouragement sheets HT or DHT (or other teacher) involvement Child is given a 'report card' with specific target for improvement in behaviour with additional incentive(s) Loss of playtime at staff discretion; recorded in CBL Loss of golden time at staff discretion (e.g. 15 mins); recorded in CBL After one incident a warning is also given that the next time it changes to 'extremely serious' <p><i>Note: Consider behaviour support plan with parental involvement and other support (internal e.g. HT/DHT/SENDCO or external e.g. LSP inclusion officer)</i></p>	<ul style="list-style-type: none"> Probably means immediate formal exclusion (in school, temporary or fixed) Fixed term exclusion up to 5 days initially Fixed term exclusion up to 15 days if behaviour persists Possible permanent exclusion following relevant current procedure <p><i>Note: Possible involvement of external agencies and governors</i></p>

NOTES:

*Needs careful consideration for practical arrangements during Covid-19 pandemic as children should not be in a different bubble

Loss of playtime or golden time is at staff discretion (considering the age and needs of the child as well as availability of staff to supervise etc.)

Parallel procedures apply for official out-of-school activities e.g. residential visits, clubs, matches etc.

All of the stages and sanctions above to take into account the teachers' professional judgment, the child's age and the child's particular needs. Some children need extra support; staff are trained in recognising and responding to anxiety and emotional deregulation, including calming down techniques and how to deal with challenging behaviour. However, a child may have an individual behaviour plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions systems. This is agreed by the relevant parties e.g. parents, child and class teacher/SENDCO.

Supporting children with a 'protected characteristic'

The Collaboration recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- The schools' SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programs for that child. The school will work with parents to create the plan and review it on a regular basis.

Defining SEND

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or a young person of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Notes on Exclusions (Fixed Term and Permanent)

Fixed term and Permanent Exclusions are governed by statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

The following legislation outlines schools' powers to exclude pupils:

Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011 The School Discipline \(Pupil Exclusions and Reviews\) \(England\)](#)

[Regulations 2012 Sections 64-68 of the School Standards and Framework Act 1998.](#)

Additionally, part 7, chapter 2 of the [Education and Inspections Act 2006](#), sets out parental responsibility for excluded pupils and section 579 of the [Education Act 1996](#), defines 'school day'.

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#) set out the obligations of the school/proprietor to provide education for pupils extended for a fixed term.

The school and Academy Trust will also comply with the funding agreement and articles of association.

Adult Behaviour

All adults in the school community (staff, parents, governors, visitors etc.) are responsible for modelling calm and courteous behaviour towards each other and towards children; they act as role models for the children in school. From time to time, adults can behave inappropriately towards each other. If any parent or other adult feels that they are being treated inappropriately within our school community, they must report this to the Head teacher immediately; everybody in our school community has a right to feel safe and respected. Very occasionally, if a parent suspects another adult or child of inappropriate behaviour towards their own child, they may try to take matters into their own hands. This can result in:

- parents approaching other parents (sometimes in groups)
- inappropriate verbal exchanges in front of pupils
- a breakdown in communication

If children are experiencing problems with other children, parents must not try to resolve the issue themselves. Parents confronting others in the playground or other school areas is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we can intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Parents have a right to express their views and parental concerns should be heard by Senior Leaders as constructive feedback can benefit both our schools. The Collaboration considers the use of social media websites being used to fuel campaigns and complaints against our schools to be unacceptable and not in the interests of children or the whole school community; comments made could also be unjustly damaging to the Collaborations' reputation. Any concerns that parents have should be made through the appropriate channels by speaking to the class teacher or a Senior Leader so they can be dealt with fairly, appropriately and effectively for all concerned (see also the Trust's Complaints Policy). In the event that any pupil or parent/carer of a child being educated at the Collaboration is found to be publically posting defamatory or libellous comments on social network sites, they will be reported to the appropriate 'Report Abuse' section of the site with the clear expectation that those comments are removed immediately. In serious cases we will also consider legal options to deal with any such misuse of social network and other sites.

It is hoped that this policy will ensure that there is a consistency of expectation and attitude towards behaviour throughout the Collaboration schools. Children will be helped to grow in a safe, happy and secure environment and to become positive, responsible and independent members of the school community.

2 The role of the Governing Body

The governing body has the responsibility of endorsing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher and other staff in adhering to these guidelines. The head teacher has the day-to-day authority to implement the schools' policy, but may seek advice from governors on particular issues. 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 and diversity.

Links with other policies particularly include:

- Home School Agreement
- Equal Opportunities
- Personal, Social & Health Education
- PSHE Policy
- SEND Policy

Appendices:

- 1) The Golden Rules
- 2) School Visions
- 3) Christian Values

Reviewed: Jan 2021

Next Review: Jan 2022

GOLDEN RULES

Do be gentle
Do not hurt anybody

Do be kind and helpful
Do not hurt people's feelings

Do work hard
Do not waste your or other people's time

Do look after property
Do not waste or damage things

Do listen to people
Do not interrupt

Do be honest
Do not cover up the truth

Appendix 2

Our School Vision

Our school is a place where everyone can 'Dream, Believe, Achieve Together'

Celebrating 'life in all its fullness'

We are a vibrant, happy learning community with a spirit of imagination, enquiry and a love of life-long learning.

Dream: We believe childhood to be an adventure that stimulates curiosity, creativity and a passion for life-long learning – encouraging a belief that dreams really can come true.



Believe: We provide a broad and rich curriculum which challenges and motivates children to fulfil their individual potential, with a belief that they can achieve their dreams.

Achieve: We are committed to enabling all our children to make excellent academic progress by securing the skills and knowledge to allow them to achieve successful futures. We do this through our knowledge and care of every individual who we value for the unique person that they are.

**DREAM. BELIEVE.
ACHIEVE. TOGETHER**

**Celebrating 'life
in all its
fullness'
John 10:10**

Together: We pride our school as being at the heart of the community, where our children benefit from the commitment and strong partnership between parents, staff, the church, governors and the wider community. Living and learning together as part of our school family.

We express our Christian values in all we think, do and say; whilst always respecting people of other faiths or none..

Our School Vision

We express our Christian values in all we think, do and say; whilst always respecting people of other faiths or none.



Appendix 3 – Christian Values



*Compassion
resources*



*Courage
resources*



*Forgiveness
resources*



*Friendship
resources*



*Generosity
resources*



Justice resources



Perseverance



Respect



Service resources



Thankfulness



Trust resources



Truth resources