



As a church school, our vision is for each child to have a love of learning, hope, confidence, wisdom and respect for all.

*Life in all its fullness*

John 10:10

### **Positive Behaviour Policy 2024**

*“The foundation of every school must be excellent behaviour. We should be keeping focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day.”*

*Paul Dix, ‘When the adults change, Everything changes’, 2017*

#### **Introduction**

At St Peter’s CE VA Primary School, we believe that a high standard of behaviour is essential for effective learning and to the spiritual, moral, social and cultural development of every child. Our vision is focused on positive relationships and the teachings and example of Jesus. At all times we encourage children to develop their independence and take responsibility for their own actions and to reflect on how their actions affect the rights and freedoms of everyone else. Children are actively involved in making decisions about their own behaviour, expressing their actions in terms of making the right choices. We keep the school rules and expectations of behaviour, as simple and child friendly as we can to ensure everyone understands them.

#### **Aims:**

- Our youngest children enter St Peter’s CE VA Primary School at age two and embark on a process of learning. We understand that in order to grasp what the right choices are, it is inevitable that children will sometimes make wrong choices and that too is a valuable part of learning.
- Communication between staff and consistency when applying this policy is paramount if it is to be successful. Staff are expected to share with each other particular concerns about any individual child or particularly positive actions by a child.
- Communication with parents is also important. Our aim is to inform parents as early as possible about behaviour, good or bad. We don’t see informing parents as a sanction within itself but merely as information giving in the spirit of partnership.
- Clear principles and strategies to promote positive behaviour across school.

**We expect children to follow our behaviour mantra:**

**‘Ready, Respectful and Safe’**

**In Helperbees we expect our children to follow our behaviour mantra:**

**‘Kind hands, kind feet and kind words’**

**Staff agreed consistencies around school are:**

1. **Meet** and greet at the door.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. A mechanism for positive recognition is used in each classroom throughout the lesson.
5. Refer to **‘Ready, Respectful, Safe’** in all conversations about behaviour.
6. Be **calm** and give ‘take up time’ when going through the steps. Prevent before sanctions.
7. **Follow** up every time and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly

**Rewarding the Right Choices**

We aim to actively recognise positive actions so that we can reinforce positive behaviour. Our school believes that children should be rewarded for positive behaviour on an individual, class and whole school basis. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children’s best efforts will be celebrated through display and performance. We believe in a structured and consistent approach to rewarding positive behaviour. Alongside that we also know that ‘catching them being good’ is the right approach and to facilitate that the rewards should be given as close to the positive behaviour as possible. Therefore we will, on occasions, give rewards outside of the usual structures that are in place.

**School Rewards**

Class level praise	<p>All teachers in school have their own class reward systems to reward the children. These include:</p> <ul style="list-style-type: none"> <li>• Stickers</li> <li>• Verbal praise ‘Wow, I love the way you’ve...’</li> <li>• Written positive notes to parents about their child or to the child in their book</li> <li>• Sending the child to another teacher/Headteacher to share success</li> <li>• Class reward time- extra playtime</li> <li>• Responsibilities – leadership roles in classrooms</li> </ul>
School level praise	<p>Rewards across the whole school support leaders and teachers in explicitly evidencing and celebrating excellence in behaviours and attitudes. Rewards</p>



support the school's vision and recognise how children are aspiring and achieving in all aspects of their development.

Whole school rewards include:

- House Points (celebrated weekly for the winning team)
- Headteacher awards (weekly presentation)
- Values Awards/ Outstanding Progress Awards (termly)

### **Strategies for Promoting Positive Behaviour**

- High quality teaching
- Interesting and engaging learning
- Clear and consistent high expectations communicated regularly to pupils
- Praise for appropriate behaviour
- Celebrating success through rewards (see above)
- Children involved in making the class rules
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Taking on leadership roles around school
- Peer mentoring and modelling of expected behaviour

### **Communication**

Effective communication and the ability to express ideas and opinions supports children to manage their behaviour. We actively teach children to communicate and articulate their ideas and express their feelings. Wherever possible children should be encouraged to work out differences and use structured conversations to enable them to discuss, share and talk about situations.

In classrooms, working noise can have an impact on behaviour and children's abilities to focus. Teachers should regularly share expectations with regards to noise levels. These may include:

- No talking
- Quiet talking – partner voices
- Group voice
- Presenting voice
- Outside voice

### **Growth Mindset**

Our aim at St Peter's Brafferton CE VA Primary School is to create a culture built upon the core principles of Carol Dweck's 'Growth Mindset'.

We want our children to receive feedback on the different ways they learn and recognize the effort and processes, which enable progress and success. It is important that our children are able to **believe in themselves, embrace challenge, question the world around them, take risks and then be able to reflect upon what they have learnt in a meaningful way.**

As a school we believe that:

- Growth mindset can be taught.
- Children need to know that the brain can stretch and grow like a muscle. 'They can get smarter!'
- Giftedness can be cultivated.
- Children need to be exposed to circumstances where talents can flourish.
- Lessons must require effort and challenge.
- Those who excel make deliberate efforts and systematically address weaknesses; push themselves beyond the "comfort zone."

**Behaviours for learning**

Through the development and active teaching of metacognition, we aim for our pupils to become lovers of learning and take the responsibility upon themselves to learn. We do this through:

- Actively teaching children how to learn
- Planning and delivering engaging and quality lessons, ensuring no time is wasted
- Incorporating and teaching high expectations of classroom behaviour in all lessons
- Developing good role models of behaviour. Teachers model their own learning and thought processes
- Use the skills and strengths of all pupils. Give the pupils the freedom to be challenged and teach children how to challenge themselves
- Encouraging mistakes and ensuring lessons are learned from them
- Promoting independence. For example through the use of 3 B4 me, help desks etc
- Encouraging children to be the talkers in the classroom.

**Rights and Responsibilities**

St Peter's CE VA Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect underpinned by our vision. We wish to acknowledge the rights and responsibilities of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in together achieving a positive culture so that the school's vision can be realised on a daily, weekly, yearly basis.

The <b>rights</b> of children at St Peter's CE VA Primary School
<ul style="list-style-type: none"> <li>• Be valued as unique members of the school family so that they can flourish and aspire in all aspects of life;</li> <li>• To make mistakes, and learn from them</li> </ul>



- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- Be taught in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct;
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- To have a loving attitude modelled

The **responsibilities** of children at St Peter's Brafferton CE VA Primary School

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the views, rights and property of others;
- Be safe, be responsible and be respectful;
- Co-operate with all adults and their peers;
- Give all aspects of their learning a concerted effort so that they can flourish and aspire;
- Abide by school and class rules;
- Seek help if they do not understand or are in difficulties;
- Accept ownership for their own behaviour and learning;
- Treat others with care and kindness – loving.

The **rights** of parents and carers at St Peter's CE VA Primary School

- A safe, well-managed and stimulating environment for their child's education;
- Reasonable access to the school, and to have enquiries and concerns dealt with sympathetically and efficiently;
- To be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- Be well informed about their child's progress;
- Be involved in key decisions about their child's education;
- A suitably resourced school with adequate and well-maintained accommodation.

The **responsibilities** of parents and carers at St Peter's Brafferton CE VA Primary School

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- Be aware of school rules and procedures, and encourage their child to abide by them;
- Show interest and support in their child's classwork and homework;
- Act as positive role models for their child in their relationship with the school;
- Avoid inappropriate communication about the school and staff on social media and comply with safeguarding expectations (e.g. posting images on Facebook)
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.
- Support the school's vision, encouraging children to show love, access all aspects of learning so that they can flourish and have high aspirations for attainment.

The **rights** of staff at St Peter's CE VA Primary School



- Work in an environment where common courtesies and social conventions are respected;
- Express views and to contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development that enable staff to flourish and aspire
- Adequate and appropriate accommodation and resources;
- To be treated with love - care dignity from all members of our school community;
- To have clear expectations and a focus on well-being

#### The **responsibilities** of staff at St Peter's Brafferton CE VA Primary School

- Behave in a professional manner at all times, following the Code of Conduct;
- Ensure that lessons are well prepared, making use of available resources;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to pupils, value their contributions and respect their views;
- Be sympathetic, approachable and support all children to flourish aspire and show love in all aspects of their development;
- Identify and seek to meet pupils' varied needs;
- Making rules clear and implementing them firmly, but fairly with sensitivity
- Share with the parents any concerns they have about their child's progress or development and work with families to support all children;
- Expect high standards and acknowledge effort and achievement where children are flourishing; pursue opportunities for personal and professional development;
- Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection.
- Being calm, good humoured, having high expectations for the good behaviour of all children in school;
- Believe that all children are capable of making the right choice.

### **Strategies for changing unacceptable behaviour**

When dealing with challenging behaviour it is important to remember:

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is unacceptable and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to



provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.

- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

### **Preschoolers- Helperbees**

With our youngest children, we remind the children about 'Kind hands, kind feet and kind words' motto. We ensure staff promote positive behaviour 'Let's tidy up together!' in a fun, positive way. We reward pupils with 1:1 praise, stickers and Headteacher Awards.

In the setting, we use the story 'The Colour Monster' to help children identify their feelings and recognise when they feel happy, sad, excited or angry. We use this model as way to support pupils in regulating their emotions, both positive and negative, in a special area in the classroom.

Those children who need further support to follow our Helperbees motto 'kind hands, kind feet and kind words', we will guide them in making a positive choice and reward them in this. With our older preschools (age 3 upwards) may use 'reflection time' with an adult. Pupils with SEND will be supported in an age and stage appropriate way.

We ask parents to support Preschool in ensuring there is good home/school communication where both parties work together.

### **Reception, Key Stage 1 and Key Stage 2**

We must ensure that in dealing with such behaviour we use appropriate sanctions which are age appropriate, immediate, fair and consistent. We make clear why the sanction is being applied and what change in behaviour is required to avoid future consequences.

Whilst taking in to account the framework above, we follow these stages in dealing with behaviour:

Stage 1	<p>Reminder</p> <p>A reminder of the expectations for children, <b>Ready, Respectful, Safe</b>, delivered privately to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.</p> <p>Children are expected to aspire to this and reward systems are designed to reinforce and promote this.</p>
Stage 2	Caution



	<p>A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>A caution maybe as a result of minor disruptions (e.g. distracting others, poor concentration, showing poor manners, grabbing, talking in an inappropriate voice, interrupting, lacking awareness of others, pushing or running).</p> <p>Wherever possible positive behaviour is promoted, and the expectation is communicated Eg instead of don't slouch, XX show me your smart sitting</p>
Stage 3	<p>Time out</p> <ul style="list-style-type: none"><li>• The child is asked to speak to the teacher away from others</li><li>• Boundaries are reset</li><li>• Child is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.</li><li>• Child is given a final opportunity to reengage with the learning / follow instructions</li></ul> <p><i>Staff actions: Record on CPOMs– parents informed –</i></p>
Stage 4	<p>Where a child continues to make inappropriate choices the child may be sent with their work to an alternative classroom. The child should be able to access and complete the work without adult support. A timer or clear indication of time period should be given.</p> <p>On returning the child should review with an adult what they did, what rule they broke and what would be a better choice for appropriate behaviour. Parents will be informed and the incident should be logged on CPOMs.</p> <p><b>Recorded on CPOMs– parents informed – miss next breaktime- immediate withdrawal from class</b></p>
Stage 5	<p>If a child continually breaches the rights of others or there is continued deterioration of behaviour and all attempts to support and help are ignored, a member of leadership/SEND becomes involved.</p> <p>The child is then, in consultation with parents, is placed on an individual behaviour plan. All discussions are logged on CPOMs and the individual behaviour plan monitored carefully and reviewed regularly.</p>





	<b>Recorded on CPOMs– parents informed – miss next breaktime- immediate withdrawal from class to be sent to Headteacher for ½ day isolation</b>
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Additionally, an immediate Stage 4 can be given for:

- Health and safety, violence or threatening behaviour towards others
- Refusal to follow a reasonable request (asked a minimum 2-3 times to comply)
- Refusing to hand over items which are not allowed in school
- Swearing
- Bullying

### **Break times**

During break times adults supervise children and enforce behaviour expectations. Where children are displaying highly positive supportive behaviour, rewards such as stickers and House points can be used.

Where children are not displaying good behaviour, they should be reminded about the expectations.

Where children are physically aggressive or displaying inappropriate behaviour, adults should intervene and remind the children of the expected behaviour, giving a 'reminder.' If children continue with the physically aggressive or inappropriate behaviour, they should be given a 'consequence' and put on time out in the playground area – eg stand out of play (2 – 5 minutes). Where incidents are of more significant concern a senior member of staff should be contacted.

### **Sexual and harmful behaviours**

Where children are displaying sexual behaviours we will report this to parents and the designated safeguarding lead. Our procedure follows the North Yorkshire procedure:

- Stop the behaviour
- Describe the behaviour
- Point out the impact on others
- Remind the child/young person of the normal expected behaviour
- Consider if any medical assessment is required
- Report the incident to the named person with responsibility for safeguarding
- Make a written record –CPOMs and alert DSL
- Staff will speak to parents and DSL will discuss whether further support is required

*Please also see 'Child Protection' policy*

### **Fixed Term Exclusion**



Fixed Term Exclusion means that a child is not allowed on the school site for a defined period determined by the Headteacher.

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples:

- Failure to comply with a reasonable request from a senior member of staff.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Homophobic or racist bullying.
- Bullying.
- Persistent defiance or disruption.
- Minor assaults or fighting.
- Other serious breaches of school rules.

### **Permanent Exclusion**

Permanent Exclusion (also known as expulsion) means your child is permanently removed from the school. 'A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)
- The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence.
- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or assault.

For children who are deemed to be at risk of exclusion a formal meeting will be called for a discussion between the parents or carers, the Headteacher and other relevant and significant staff involved with the child, and where appropriate outside agencies. The purpose of the meeting will be to establish and clarify the child's individual targets.

**This policy can be found on the school website at <https://www.st-peters-brafferton.n-yorks.sch.uk/policies/> Paper copies are available from the school office on request.**

**Date reviewed: January 2024**

**Reviewed by: Full Governing Body**

**Date of next review: January 2026**

**Review cycle: 2 yearly**



**St Peter's Brafferton**  
C of E (VA) Primary School

*Small school, big heart*