Positive Behaviour Policy

Rationale

At St Thomas the Martyr Church of England Primary School we want to make sure all our children are happy and secure in an environment that promotes good behaviour. We feel that it is our role as attentive, observant adults to work in relationship with our children to recognise behaviours, identify underlying needs and respond in appropriate ways. We would like the children to behave well towards each other and their teachers, parents and carers. We believe in providing opportunities for children to grow socially, personally and academically. The development of these personal qualities and skills is an integral part of our school curriculum. We work alongside parents and carers as fully as possible in helping every child to develop. All staff are expected to follow this policy (unless a child has an individual behaviour plan) to ensure that we establish a consistent, positive approach to behaviour management, by using the systems, rewards and remembering that specific verbal praise is crucial.

An effective behaviour management system is necessary to:

- Ensure the safety and well-being of all children, staff and the general public
- Maximise the learning of the children and encourage the development of acceptable behaviours
- Protect the school environment
- Teach children that actions and choices have consequences

Aims

We aim to:

- Recognise and highlight good behaviour as it occurs
- Ensure that all children are praised for behaving well
- Explain, demonstrate and model the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Support children to develop their own Growth mind set
- Inform parents about children's good behaviour
- Reward individual and groups of children for behaving well
- Ensure criticism is constructive highlighting the inappropriate behaviour, criticism of the behaviour of the child and not the child itself.

Rewards

Wherever possible we aim to have a positive approach to behaviour. The school uses a variety of rewards, including whole school and in class, to promote good behaviour, good work and effort.

- Teachers use specific verbal praise
- Smiley badges and stickers

- Celebration Assembly Awards (Curriculum, Value and/or attitude to learning)
- 100% attendance and improved attendance awards
- Special responsibilities – prefects, school council, eco council, sports council, Faith ambassadors, online safety ambassadors
- Positive feedback to parents and carers
- Opportunity to share good work with other class teachers and SLT
- House points – prizes from tickets with names on drawn at random
- Whole class rewards via marbles earned for whole class good behaviour
- Reward for individual whose behaviour is always outstanding voted for by class members on a termly basis known as ACE (Always a Child of Excellence) treat.
- Head and Deputy Heads in Year 6
- Sports Awards
- Sue Dean Award – child who has made the most progress within writing
- Gill Cleverdon Award – Creative Writing
- Individual classes may have their own recognition system in addition to the above resources

Consequences

Most children prefer to make good choices and be successful in school. They can adhere to a set of clearly defined and consistently applied school rules. In consultation with staff and children, we have adopted the following school rules:

1. We use our hands and feet to help, not hurt.
2. We listen and do as asked, the first time.
3. We speak kindly and politely to everyone.
4. We walk, talk and work quietly.
5. We finish our work in the given time.
6. We take care of everything in our school.

If a child has broken a school rule, they will articulate which one it is. They therefore need to know and understand the rules. The rules displayed in every classroom and in the school hall, revisited during assemblies.

Work not completed due to disruptive behaviour then the class teacher will use their discretion for when it is complete during break/lunch times.

If a child chooses to break the school rules, the following consequences applied.

As a staff, we endure to understand the child's behaviour, explain what they can do to change their behaviour, offer support and guidance to support a child's individual behaviour as well as offering support to anyone affected by any unwanted behaviours.

Action 1 - Within class:

1. A warning is given. A warning only given ONCE. Remind the child of the expected behaviour and the consequences if ignored.
2. From Reception to Year 6, if the child's behaviour does not improve the child will move their name from the sun onto the rainbow. They should be encouraged to get their name back onto the sun as quickly as possible. Be clear about your expectations, for example "Next time I look over at you I expect to see you

working quietly, so that you are not interrupting the other people on your table; then I can return your name to the sun." Other members of the class should be encouraged to help them achieve this. The teacher should look for the earliest opportunity to return the child's name to the sun.

Action 2 –

Should the child not respond to the warning and further poor behaviour occurs; the adult to locate a quiet space for the child to continue with their work or in an alternative classroom.

CPOMs incident to be completed by class teacher, following discussion with the child and outcome documented.

A child may miss part of their break and/or lunchtime if they do not follow the school rules. We will always endeavour to ensure that the children have some outside break as we feel that this is important. A member of staff will assist them to complete an unfinished task.

Action 3 -

For children who consistently misbehave, or for serious offences, staff will involve the head teacher and/or deputy.

Procedures and range of sanctions used **by the head teacher** at their discretion:

- Verbal reprimand
- Time out sessions
- Loss of privilege and appropriate work set
- Formal notification to parents and carers with child spending time working with Headteacher
- Exclusion (temporary) – advance notice given to parents*
- Exclusion (permanent) – to be avoided and only used in exceptional circumstances**

* Exclusion (temporary) includes the removal of children from lunchtimes.
** Exclusion (permanent) used in exceptional circumstances, were there has been an extremely serious incident or were there has been a long series of misdemeanours. It is considered when there is a threat to the provision of efficient education, or the safety and welfare of the majority of children. Were the school rules have been persistently broken or were physical or verbal abuse to staff and all behaviour strategies are exhausted.

Outside agencies for advice and support in appropriate matters.

Fast track procedure for serious misconduct:

Where a child is involved in:

- Serious fighting, violent behaviour

- Behaviour which affects the safety of others
- Bullying behaviour, including racism
- Bad language directed at another person
- Defiance
- Deformation of character
- Persistent and deliberate lying
- Deliberate damaging of school or others' property

Such conduct so serious the Headteacher or a member of the Senior Management Team will deal with the child.

Break and Lunch Times

As in school time, the use of verbal praise is essential. Welfare staff can award marbles for the jar when whole classes behave well.
Where children break the school rules supervising staff will use time out sessions, the length of the time out sessions will be at the discretion of the supervising staff. The fast track procedure (see earlier) used for children who are involved in serious misconduct.

Extracurricular activities and representing the school

If a child continues to break school rules then a decision made between the class teacher and the head teacher as to whether they can participate in the following (after speaking with parents/guardians) club session or event in which they will be representing the school.

Bullying

There is no legal definition of bullying. One definition is as behaviour that is:
Repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation
It takes many forms and can include; physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger) https://www.gov.uk/bullying-at-school/bullying-a-definition - 03.09.18

We will try to keep the problem of bullying in the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- Be available – We are aware that bullying goes on and that we are always ready to listen to any concerns the children have
- Investigate - Each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used
- Record – The teacher who is investigating will record the incident with a Senior Management Team member and a written record on CPOMs.
- Respond – Depending on the severity of the incident there are various responses and sanctions available to the head teacher (stated previously)
- Follow-up – Usually in the form of a meeting, it is important for the children to know support is in a positive way.

CPOMS

For behaviour incidents, outstanding communication between colleagues and with parents is vital in securing good behaviour. Where CPOMS is used to record significant incidents or patterns of concerning behaviour, class teachers will track and monitor behaviour incidents and any changes seen or that they are aware of in the child's life.
All members of teaching staff record incidents on CPOMS and have their own login details.
CPOMS supports the school in recognising the potential root causes of issues, monitoring patterns of behaviour and in working with parents and outside agencies to ensure adequate intervention to improve behaviour. CPOMS is a record of an incident and follow up actions as agreed by the SLT team.
Incidents followed up in a timely and responsible manner. All incidents requiring intervention at a senior level verbally communicated at the earliest opportunity and on the same day to secure a rapid response.

Physical Intervention and TEAM TEACH

Reasonable Force Searching and Screening, Lancashire Safeguarding Children's Partnership, 'All staff have legal power to use reasonable force. Reasonable force used to prevent pupils:

- hurting themselves or others
- damaging property
- or from causing disorder' (see appendices)

Any member of staff may be required to physically intervene were a child is endangering themselves or others, with trained colleagues expected to take over as soon as possible (see use of reasonable force policy DfE July 2013 and school's Positive Handling and Physical interventions Policy).

Home School Agreement

We encourage parents and carers to work together with school by signing the Home School agreement in EYFS, reinforcing the standards set in school at home. All parents and carers of children entering school sign the agreement. Further up the school at the Meet the Teacher meetings, parents are reminded of the school expectations and partnership agreement.

Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.

Reviewed September 2026
Policy reviewed annually.

Appendix

Child's Rights	**Child's Responsibilities**
To be safe and to be listened to.	To behave in a way which keeps others safe and to listen to others.
To be treated with respect	To be respectful of others
To learn in a calm environment.	To allow others in the class to learn without causing disruption. To be willing to attempt work.

Parents/Carers Rights	**Parents/Carers Responsibilities**
To be treated with respect and listened to.	To behave respectfully towards others. (adults and children)
Kept up to date with their child's progress.	To make sure their child attends school regularly, to talk to their child about what he/she does in school. To attend parents evenings and talk to teachers if they have any concerns.
To have access to information on the schools approach to issues.	To read the school prospectus and to absorb information.

Staff Rights	**Staff Responsibilities**
To be supported by peers and leaders.	To ask for support when needed. To offer support to colleagues and leaders
To work without the threat of violence or intimidation.	To share concerns with senior leaders.
To receive appropriate training and skills in behaviour management. To be able to discuss strategies used and receive advice on their effectiveness. To be made fully aware of the schools routines, policies and expectations.	To take advice and try new approaches. To acknowledge areas of own skills which could be developed and work on them. To record incidents using CPOMS and keep records of the To seek information and use lines of communication and support. Strategies used to promote good behaviour and address undesirable behaviour.
To be listened to and treated courteously by all others in the school community.	To listen to others, to give opinions in a constructive manner, to model courteous behaviour.