

Penketh South Community **Primary School & Nursery**



Positive Behaviour Policy

Version	Date	Action
V1	September 21	New Policy
	11.11.21	Agreed by FGB
	12.11.24	Amended and added phase specific information

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our vision remains rooted in our mission statement, 'Do your best, Be your best'.

We have high standards of ourselves and every child in our care. Our learning environment and community allows children to become resilient, self-confident and independent learners that recognise their responsibility within society.

We have educational research to inform our policy and practices ('When the Adults Change, Everything Changes'; 'After the Adults Change, Achievable Behaviour Nirvana' by Paul Dix and 'EEF Improving Behaviour in Schools')

What are our aims?

To nurture a warm and mutually respectful relationship between adults and children in a calm, purposeful atmosphere, where children feel safe and value

To foster mutual respect

To provide an outstanding primary school education for all children to allow them to become independent, confident citizens within the community

To encourage self-discipline so that each child learns to accept responsibility for their own behaviour.

To create a learning environment in which children are enabled to attain the highest standards of which they are capable, through the recognition of individual needs, irrespective of gender, disability, identity, culture or ethnicity

To provide a sense of community by working in partnership with parents and other members of the wider community of Penketh South Primary

To approach and promote behaviour in a positive manner

This means that together we should:

- Be polite, honest and courteous and treat others with respect
- Allow everyone to learn, feel safe and benefit from being a member of our school community Have the right to learn without being disrupted by others
- Respect the name, property, appearance and environment of each other and the school.

At Penketh South Primary we have consistently high expectations for all our children. Therefore, we expect children to:

- care for other pupils by showing respect and positively recognising one another's uniqueness
- allow teachers to teach and children to learn without disruption
- arrive on time, with the right uniform, equipment and ready to learn
- be in the right place at the right time
- be courteous to all in school and our community
- follow instructions
- help and care for one another in our school community
- be an important member of our team

Every child at Penketh South Primary is an ambassador of the school. They are a member of an important team and should do all they can to represent the school and its reputation in a positive way.

We expect children to move quietly around school at all times, showing care for others. In the corridor and on the stairs, walk on the left and hold the doors open for one another and always show kindness and demonstrate our school values.

Children should speak politely to everyone at all times, showing care and respect.

We expect that they will help to keep the school clean and tidy by respecting the building and the equipment. Put litter in the bin, keep the classroom and furniture tidy and clean, be proud and look after the displays we have around school.

It is important that children take pride in their appearance and this is reflected in the correct wearing of the school uniform and in their general appearance.

Children must take pride in their work, take care in presentation and aim to complete work on time and to the very best of their ability.

Penketh South Primary expectations:

It is the expectation that every child displays good behaviour. Classroom expectations are discussed and agreed annually by our School Council and then shared within each class. Each class then also develops their own classroom rules based on our school values. We use '**Be safe, be ready and be respectful**' as key reminders around this policy.

Rights and Responsibilities:

Rights of Children:

- To be educated in a safe learning environment
- To be valued and respected for their uniqueness
- To feel safe in school
- To have the right to learn

Rights of Staff:

- To feel safe
- To work in a safe environment
- To feel valued and respected
- To have the right to teach
- To receive professional development

Parents/Carers Rights:

- To be listened to
- To be respected as their child's first educator
- To be informed
- To be involved in their child's education and solving of misbehaviour

Governing Body responsibilities:

- To ensure that the policy to promote good behaviour is in place and followed consistently
- To review and make written statements, with the Head teacher, of general principles to promote good behaviour in school Staff responsibilities:
- To be consistent
- To know, follow and work within the school ethos, policy and practice.
- To be a positive role model for the children
- To provide support for children and adults in school
- To work in partnership with parents and carers to benefit the child's education

Children's' Responsibilities:

- To respect one another's right to a safe learning environment
- To follow the school's golden rules
- To alert a staff member to any incidents towards other pupils

Parents'/Carers' Responsibilities:

- To work in close partnership with the school and staff to benefit their child's welfare and education
- To accept and work within the school rules, policy and practice

Rewards

Our school reward system is designed to encourage and celebrate both individual and collective responsibility amongst our pupils. We have consistently high expectations of all of our pupils and their attitudes to learning and all are equally challenged.

Every child is rewarded for effort, achievement, good behaviour and demonstrating school values.

All staff will make use of a Recognition Board in each classroom from Y1-Y6. Each day all the children will start the day with their name on the Recognition Board. If children make wrong choices, their name may be removed **discretely** by staff and the child spoken to quietly. The children can be added when they make the correct choices. Every day, one child will be chosen to be 'Star of the day' and they will receive a sticker or a praise pad from their teacher. All the children who are on the Recognition Board everyday of the week, will be entered on a Friday into a draw with a winner from each class chosen at the end of every half term to receive a prize. eg an Amazon voucher or book voucher.

In EYFS children will receive instant praise with verbal recognition and/or a sticker.

Classrooms may also have their own additional rewards but it is important that the Recognition Board is the main means of 'rewarding' positive behaviour.

The Curriculum and Classroom management

The curriculum is central to maintaining good order in our school. Behaviour Management must be an integral part of our curriculum. Appropriate and relevant social skills should be developed in all children, thus allowing them to participate fully in the life of their school, home and local community. It is through a well organised classroom and interesting and challenging teaching, that the potential for conflict is reduced.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be carefully arranged to provide a conducive environment for on-task behaviour.

Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Classroom displays should develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming environment.

Behavioural expectation will be made explicit to all children and will be constantly and consistently reinforced.

Bullying

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. This includes cyberbullying, prejudice-based and discriminatory bullying. At Penketh South Primary we are keen to identify early signs of bullying and children are encouraged to tell a member of staff, a parent or friend.

We promote the STOP (Several Times on Purpose) message to all children and this forms part of the PSHE curriculum and are core school values. We regard bullying very seriously and will always do our very best to ensure that all instances are properly dealt with. We aim to provide a protective ethos with preventative work in our Personal Social and Health Education. We listen carefully to any concerns and encourage any pupil to inform a member of staff if they believe they are being bullied. We will support children and aim to ensure they feel safe and will work with all parties to resolve the matters that have been reported.

Appropriate action is taken to deal with any bullying incidents to help all parties involved. The role of parents is important in reducing any incidents of bullying. Any alleged incidents should be reported to the child's class teacher, who will pass it on to the Headteacher/Deputy Headteacher for investigation. Action will be taken as a result of the investigation and open bullying cases are monitored carefully until we feel that the incidents have been resolved. All staff are made aware of actual / potential cases so that they can be vigilant. Parents will be kept informed at all stages of the process (see flowchart below)

Child on Child abuse:

Please note that this is linked directly to our Safeguarding policy and procedure and links to the list of behaviours that count as child on child abuse in Keeping Children Safe in Education (KCSIE) [2024 document for schools and colleges](#).

Children can abuse other children. This is generally referred to as [child on child abuse](#). Peer on peer abuse can take many forms.

This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing their peers and all incidents should be recorded appropriately- as [child on child](#) abuse- not just a behaviour incident.

The school has a number of procedures in place to minimise the risk of [child on child](#) abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and dealt with accordingly.

The risk assessment will inform whether the school needs to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We recognise that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.”

The school’s response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any sexually inappropriate behaviour will not be tolerated, and ALL pupils involved will be supported and listened to. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

We **acknowledge that all child on child abuse is unacceptable** and will be taken seriously; and understand the different forms on child on child abuse can take, such as:

- Sexual violence and sexual harassment
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
 - Sexting: (The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges); and
 - Initiating/hazing type violence and rituals.
 - Staff will follow the sanction guidance however, different sanctions will be appropriate for different ‘levels’ of sexual harassment and sexist comments.
 - Context will impact how each incident is handled including consideration of:
 - The age and developmental stage of the alleged perpetrator(s)
 - The nature and frequency of the alleged incident(s)
 - Balancing the sanction alongside education and safeguarding support

(Guidance will be taken from KCSIE 2024)

Consequences will happen after all incidents and appropriate sanctions will be actioned. The response to each incident will be proportionate and will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The voice and views of the victim(s) will help to inform any response.

We are committed to creating a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for pupils to call out and report incidents.

Equal Opportunities

All learning opportunities within school; extra curricular activities and behavioural strategies are applied equally to both girls and boys throughout the school, regardless of age, gender, race, sexual identity, nationality or ability.

The school is committed to equal opportunities and working to 'include' children who have either been withdrawn from or are in danger of being withdrawn from lessons and to work with them. Targeted children will continue with curriculum studies, but the emphasis of support will be too being about a change in their behaviour so that they are able to operate more effectively in their normal lessons. Parents/carers will be informed and invited to school to discuss behaviour.

Reference to this policy should also be made to:

Safeguarding Policy and Procedures

Health and Safety Policy

Physical Restraint and Positive Handling Policy

Online Safety Policy

Anti-Bullying Policy

Staff Code of Conduct

SEND Policy

Equal Opportunities

Policy

DfE Guidelines on Exclusion from School

Incidents relating to behaviour are recorded on CPOMS. The Head teacher updates the governors regularly on issues relating to behaviour such as exclusion, discriminatory behaviours, etc. This enables the school to keep a track on individual children and the strategies that have been put in place. The SENDco may also access this information.

Exclusions - Permanent and Fixed Term Guidance

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.

Fixed term exclusion: The Head teacher may exclude a pupil from school in very exceptional circumstances. Fixed term exclusion is used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour. When considering the period of a fixed term exclusion, the Head teacher will take into account a variety of factors determining the number of school days a pupil is to be excluded.

This will include:

- the conduct record of the pupil
- the age and maturity of the pupil
- the response of the pupil to the incident
- whether others have been hurt as a result of the pupil's actions

This is not an exhaustive list. Other factors may need to be taken into account depending on the nature of the specific incident and in relation to other policies, such as Safeguarding, Anti-Bullying.

Permanent Exclusion:

The Head teacher may decide to permanently exclude a pupil following investigation. This may include:

- if allowing the pupil to remain in school would seriously harm the educational welfare of other pupils in the school (DfE Guidance)
- in response to very serious breaches of the school's Behaviour Policy.

Allegations against Staff:

All allegations against staff will be dealt with in line with Whistleblowing procedures and where appropriate, involve LADO (Local Authority Designated Officer). However, any false allegation made against a member of staff, will be treated as a serious offence and result in exclusion.

Physical Intervention and Restraint:

Occasionally, in extreme circumstances, a child may need to be physically restrained. This would only be when the child is in danger of hurting him/herself or endangering other pupils and staff. Staff have agreed that physical restraint will only be used when safety is compromised. A record is kept of all violent incidents and incidents that have involved physical intervention and parents will be informed. A number of staff are trained in positive manual handling (Team Teach Training)

Parents and Carers

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. This policy is available on school website or, on request from the School Office, and we expect parents to read these and support it. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Review and Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. This policy is reviewed annually in collaboration with staff and the school council. Governors monitor the standards of behaviour throughout the academic year.

The Positive Behaviour Policy is intended to be a continuous working document. At PSP we strive to maintain outstanding behaviour consistently from all of our pupils.

APPENDICES

Behaviour Management Framework - Rewards and Sanctions

Verbal Praise	<p>Value positive verbal praise and promote use with the children (e.g. 'Thank you' if a child has held a door open or 'Well Done' if they impress).</p> <p>Promote at lunchtimes and break times during opportunities for whole school praising in 'public.' Fuzzies are given out at lunchtime for excellent behaviour.</p>
Individual and Class Rewards	<p>All staff will make use of Recognition Boards in each classroom Y1-Y6.</p> <p>Each day all the children will start the day on the Recognition Board. If children make bad choices, they may be removed discretely by staff and the child spoken to quietly. The children can be added when they make the right choices. Every day, one child will be chosen to be 'Star of the day' and they will receive a sticker/praise pad. All the children who are on the Recognition Board everyday of the week, will be entered on a Friday into a draw with a winner from each class chosen at the end of every half term to receive a prize. eg an Amazon voucher or book voucher</p> <p>Some classes choose to have a 'prize box', raffle tickets or similar rewards to support the rewards system and positive behaviour of the school and develop their own class rewards to further celebrate and support the policy.</p> <p>e.g.: - EYFS- Stickers/verbal praise KS1-Stickers/Prize Box/Raffle Tickets LKS2- Stickers/Prize Box/Raffle Tickets/table points UKS2- Stickers/Prize Box/Raffle Tickets/table points</p>
Visits	<p>Visiting another teacher Deputy Headteacher Headteacher</p>
Others	<p>Stickers Certificates Phone call home Informal conversations Facebook/Website</p>

Dealing with poor behaviour

Good behaviour management starts with the principles of good classroom management strategies. Children who do not behave appropriately in class, fail to show a caring attitude, or show lack of respect must realise that the school does not accept or tolerate such behaviour. Discipline is fair and firm; the school's Positive Behaviour Policy is enforced rigorously by all.

A range of sanctions and procedures to resolve discipline problems may be used. Staff may exercise their professional judgement within the context of the strategies and procedures of

the school's Positive Behaviour Policy. Support is available should it be needed and staff and parent / carers should feel confident that once the problem is referred, appropriate action will be taken.

Staff have an acute awareness that the smallest throwaway comment can impact on a child for a significant amount of time. Staff follow the '30 second intervention' (taken from When the Adults Change, Everything Changes.) This is not driven by punishment but is designed to leave the child

thinking about their actions and knowing that someone important to them believes they are better than the behaviour they are displaying. At the pivotal point of behaviour management staff are able to implement this technique to address difficult behaviour whilst maintaining the relationship with the child.

A 30 Second Script (sourced and developed from When the Adults Change Everything Changes)

There is no one 'correct' script when a pupil misbehaves.

This is a guide and designed to be adapted as necessary to the pupil.

I noticed you are (having trouble getting started / struggling to get going / wandering around the classroom....etc.)

It was the rule about.... (lining up / staying on task / damaging property etc.) that you have broken. You have chosen to.... (move to the back / catch up with your work at breaktime, fix the book etc.)

Do you remember last week when..... (refer to something positive) That is what I need to see today....

Thank you for listening

Staff should be very aware of the way in which they speak to children and use their tone carefully. Subtle shifts in tone, volume and pace are all behaviour skills that can be used to support in the effective management and positive manipulation of promoting good behaviour.

Do not 'chase' secondary behaviours

Staff are trained not to chase 'secondary behaviours through the following points:

- Don't bite back with your words
- Refuse to chase secondary behaviours or engage in a power play (a 'yes you did/no I didn't' argument that usually ends in the adult having to call on hierarchy or outside power to win)
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanors ('This is the seventh time you have....')
- Don't follow pupils when they walk away, unless you have to because of clear and present safety concerns. Often the act of following can provoke another peak in anger
- Remember that you are the adult. Focus on the outcome that you want, not the argument
- Ask questions and try not to make accusations

- Focus on what is happening next. You can uncover what has just happened later.
- Whenever possible move the pupil to a safe space out of public view and the pressure of an audience (PIP – Praise in public, RIP – Rebuke in private)
- Shift into listening mode. This is not the time for lengthy speeches. Less will almost certainly be more

The following guidelines are an indication of the steps to be taken with disruptive and poorly behaved pupils: -

	Steps	Actions
1	Reminder	A reminder of the three simple rules (Be safe, be ready, be respectful) and class routines delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
3	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. <ul style="list-style-type: none"> • Saying 'stay behind two minutes after the lesson' within this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time out	Time out might be a short time away from the group / class for a few minutes. This is designed to be a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Pupils are not to be sent to stand outside the class unsupervised
5	Repair	This might be a quick chat at breaktime in the playground or a more formal meeting 'restorative conversation if necessary'

Children should be sent to the Headteacher / Deputy Headteacher immediately after an incident if they use violence or bad language, if there is a racial incident or an incident involving discriminatory language or behaviour, or if they refuse to follow an adult's instruction.

If behaviour persists, parents / carers may be contacted or if the behaviour does not improve. Lunchtime 'catch-up time' may be given at the teacher's discretion if inappropriate behaviour has resulted in lack of work. 'Catch-up' must always be supervised, be of an appropriate duration and consistently applied. Records should be kept by the class teacher of any pupils to complete 'catch- up' through CPOMS recording system. Records will be monitored on a regular basis by the SLT and any children being asked to attend 'catch-up' sessions regularly will be investigated further.

A restorative conversation

A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all.

Body language, the setup of the room, the tone of the staff member, inflection and attitude are all read carefully by the pupil for signs of judgement or negative assumption. It is important to get a balance between over formalising and being too casual during the meeting.

Office spaces are not ideal for open and honest reflections. We recognise that it is often better to walk and talk to engage in a collaborative activity to take the pressure of the conversation. This can remove the fear, the pressure and is less of a forced conversation. More space often allows for more honesty.

Key points:

- Don't sit behind a desk or on it
- However irritated you were / are with the behaviour that provoked the meeting, try to focus on

the outcome you want

- Reserve enough time for the meeting so it is not rushed or cut short
- Resist the urge to take copious notes
- Leave the door open if in a room
- Answer the questions yourself, not on behalf of the pupil but with your own reflections
- Take care not to use judgemental language
- Resists any interruptions
- Don't nit-pick uniform, tie, etc. at the beginning of the meeting. This only reaffirms the hierarchy and can set the wrong tone from the start
- End the meeting well. Plan how you are going to bring things to conclusion. Take care not to open up other business at the close

Use the restorative five key questions from the suggestions below:

1. What happened from your point of view?
2. What were you thinking/feeling at the time?
3. Who else has been affected by this?
4. What do you need right now?
5. What can you do/can be done to put things right?

For our younger children asking restorative questions may be too much for them and their development. Instead staff will choose two points that they think are either pertinent to the incident or what you want to focus on with the particular child.

Behaviour on the Playground

At Penketh South we expect our children to behave in the playground as they do in the classroom and the basic rules apply: Be safe, Be ready, Be respectful.

Middy Assistants will pass on the names of children to classroom staff to add their names to the Recognition Board. Fuzzies are given out at lunchtime for excellent behaviour and the winning class get a reward the following week, that is agreed with the class teacher.

The same process as laid out above will occur when there is an incidence of poor behaviour.

Action may also be considered in conjunction with the policies and dependent upon individual sanctions when dealing with serious incidents.

Incidents which would be considered as serious, hence result in higher level sanctions would include:

- Violent and aggressive behaviour towards other pupils
- Verbal or physical behaviour of staff
- Theft
- Defiance of authority
- Deliberate damage to property
- Tampering with safety equipment
- Racial abuse or harassment
- Sexual harassment
- Plus, any other incidents of extreme behaviour

The Head teacher may use exclusion as a sanction for serious acts of inappropriate behaviour. When used, the reason for exclusion must be explained to the child and their parent(s), recorded on CPOMS and must follow DFE guidelines

Appendix 2: The School's Response to Bullying Flowchart.

