

HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY

'Do to others as you would have them do to you'
Luke 6:31

Rationale

At Heddon-on-the-Wall St. Andrew's CE Primary School we seek to establish standards of behaviour that promote a spirit of co-operation, respect, courtesy and good manners as well as the Christian values of truth, justice, forgiveness and reconciliation. We also strive to celebrate differences and show respect to all. This will increase children's self-esteem, resilience and consideration of others which will lead to learners becoming good citizens in society.

This policy has been constructed in consultation with staff, children, Academy Committee Members, parents and carers.

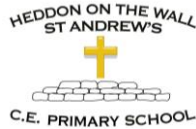
How Positive Behaviour is promoted throughout the School.

The development of positive behaviour is addressed throughout the day and will feature in all lessons. However, specific time is allocated to teach key issues through PSHCE (Personal, Social, Health & Citizenship Education) activities across the School as well as 'Celebration Assembly' each Friday and Collective Worship. Social and emotional aspects of learning are taught during Worship and in class.

The School recognises that the promoting of positive behaviour is best done through encouragement and reward rather than the use of sanctions. However, the School is aware that there may be times when sanctions may have to be applied.

'God was in Christ reconciling the world to himself, he has entrusted us with the message of reconciliation.'
2 Corinthians 5:19

The School understands and highly values the importance of forgiveness and reconciliation as part of our Christian duty, therefore, each day is seen as a fresh start and new beginning for each child. Forgiveness and reconciliation between children and their peers as well as with adults is encouraged.



This Policy seeks to clarify the strategies and procedures the school will use to promote positive behaviour at a class and individual level.

School Rules

Our school rules, which we expect all children to adhere to, are:

- **Be safe;**
- **Respect others;**
- **Always be ready to learn;**
- **Value, love and care for yourself;**
- **Excellence – always try your best.**

These rules are displayed around school as well as in the classrooms.

Children who do not follow these rules will be given time out to consider their behaviour and talk about what they would do differently next time.

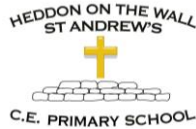
‘Good to be Green’ System

Behaviour in our school is based on clear expectations presented through our ‘Good to be Green’ behaviour system which makes these expectations known to all and ensures a consistent approach. Each day, every child from Year 1 to Year 6 commences their learning with a Green Card against their name on a behaviour chart which is displayed clearly in every classroom.

Children who keep their Green Card all week will be sent home each Friday with a sticker. They will also be issued with a raffle ticket which will be put into a half-termly prize draw for excellent behaviour.

If a child exhibits any low-level disruption they will be issued with a *Stop and Think* card from the Class Teacher. The child then has two choices: they can change their behaviour to earn the removal of the *Stop and Think* card (putting them back to green) or they can continue with poor behaviour choices. If a child selects the latter option, and the Class Teacher or Teaching Assistant sees no improvement, then the child will be issued with their second warning, a Yellow Card. In this instance, we would hope the child would correct their behaviour and earn the removal of the Yellow Card, however, if not, a Red Card or ‘Consequence Card’ will be issued and this will remain for the day.

Class teachers will keep a running behaviour log and will be monitoring the frequency of children receiving warnings and consequences. Class teachers will feed this information back to the Headteacher regularly.



Consequences:

First Red Card = Missed playtime;

Second Red Card = Work in a Key Stage Leader's classroom for the rest of the day;

Third Red Card = Work in another classroom for the following day. Parents contacted.

Home-school Behaviour Log introduced.

Children receiving more than three Red Cards within a half-term will face more severe consequences such as a missed school trip / disco / special event or, in severe cases, fixed term suspensions or permanent exclusion. Suspension and/or permanent exclusion is, of course, a last resort. Any suspension or permanent exclusion made by the School has to be reported to the Local Authority and a set procedure must be followed. Any suspension or permanent exclusion must be accompanied by work, which is to be set and marked during this period by the Class Teacher.

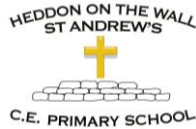
Early Years Foundation Stage

The behaviour approach used in Early Years is based on clear expectations presented through daily PSHE teaching. It is centred around reconciliation and forgiveness: positive behaviour is intentionally and explicitly modelled by all adults towards the children and each other. The children are encouraged to use 'Kind hands and kind words'. If rules are broken:

- 1) The children will be supported to consider and talk about their behaviour / the situation;
- 2) If the negative behaviour continues, children will be safely removed from the situation or given some time out;
- 3) The children will be spoken to by a Senior Leader;
- 4) The child's parents will be informed;
- 5) An Individual Behaviour Plan will be devised;
- 6) A referral will be made for additional behaviour support with the permission of the parent/s.

House Points

During each week each child will have the opportunity to gain house points for their house. House points are awarded for following our School Rules and demonstrating the Christian values as well as for good manners. Also, each week there is a different challenge from Collective Worship on Monday which children can earn house points from meeting. Each challenge is discussed with children so that they know what sort of behaviour is expected. At Celebration assembly each Friday afternoon, the number of house points collected by each team will be counted and the house that has collected the most points will be recognised. At the end of each half term, the winning house will meet and be rewarded for their achievement through additional OPAL playtime. Their achievement will also be recognised and celebrated on the website.



House points and special house achievements are displayed in the school hall.

Stars of the Week

Each week class teachers select two children from their class as 'Stars of the Week' to celebrate curriculum efforts and achievements. They receive a Head Teacher's sticker, special certificate and receive a round of applause from their peers in 'Celebration Assembly' each Friday afternoon.

Severe Clause

While we wish to adhere to this structure as far as possible, there may be events which can occur which will cause a different course of action to be taken. Such events are known as Severe Clause events and will result in the child being sent directly to the Headteacher.

Such events may include:

- Severely hurting another learner or adult;
- Deliberate destruction of school or others' property;
- Persistent defiance;
- Swearing.

Determination of the invoking of severe clause is at the discretion of the member of staff dealing with the incident.

Suspension and Permanent Exclusion

The ultimate sanctions held by the School are suspension and permanent exclusion.

Suspension is when a child is excluded from the School for a fixed period of time. A child may be suspended for one or more fixed periods (up to a maximum of 45 days in a School year).

Suspension will only be considered as a course of action when a child is placing ***either themselves or others at risk of serious harm***. Actions which could lead to suspension are:

- Assault against another pupil;
- Assault against an adult;
- Threatening behaviour towards another pupil (may be physical or verbal);
- Threatening behaviour towards an adult (may be physical or verbal);

- Racist language;
- Proven bullying of any kind: physical, homophobic, cyber etc;
- Abuse against sexual orientation or gender reassignment;
- Abuse relating to disability;
- Sexual misconduct (including sexual harassment, sexual violence or assault);
- Possession of drugs or other prohibited item;
- Possession, use of, or threat of use of an offensive weapon.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Permanent exclusion is where a child is no longer allowed to attend School (unless the child is reinstated). Permanent exclusion is the final course of action and is only taken:

- In response to a serious or persistent breach of this policy;
- Where allowing a child to remain in School would seriously harm the education or welfare of the child or others such as staff or other children in School.

The final decision on whether to either suspend or permanently exclude is at the discretion of the Headteacher.

Further guidance on suspension and permanent exclusion is available from the Headteacher.

Individual Behaviour Plans

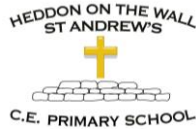
An Individual Behaviour Plan will be devised for children who do not respond to school procedures. This plan will be discussed and agreed with the pupil concerned and their parents, and progress will be reviewed. New targets will be set as necessary. A copy of the School Behaviour Plan is appended to this Policy.

External Support

If a child is consistently unresponsive to school procedures for developing positive behaviour, initially the problem will be drawn to the attention of Mrs. F. O'Reilly, the School's Special Educational Needs Co-ordinator (SENDCO). They will then speak to the child's parents and follow the appropriate procedures to involve the Behaviour Support Service within the Local Authority or, alternatively, the SENDCO may wish to liaise with our Educational Psychologist.

Play and Lunch Time

If a child is doing something that they should not do, they will be encouraged to think about how they should be playing or what they should be doing. If they continue the



unacceptable behaviour they will be asked to stand out for 2 minutes to reflect on what they have been doing and think how they can make their behaviour right. Should their behaviour continue, they will be asked to stand out for the remainder of their time outside. Their behaviour will be discussed with the Headteacher and their parents.

At times when it is felt that there has been a deterioration in standards of behaviour within a significant section of children during play and lunchtimes, all children may be spoken to by their class teacher or Headteacher.

Induction

New staff to the school will be given the staff handbook as well as appropriate training, advice and support by their Key Stage Co-ordinator.

If a colleague is experiencing difficulties with a particular child / group of children it is the responsibility of the Key Stage Co-ordinator to offer support, advice and encouragement.

Monitoring of the Policy

This will be carried out by:

- Senior Team to carry out monitoring;
- A named Academy Committee Member carrying out regular monitoring visits and reporting to the full Academy Committee. Consideration of this policy will also be given by any Academy Committee Member undertaking a visit to the School;
- Discussions at full Staff, Key Stage and Senior Management meetings;
- Discussions by the School Council;
- Pupil Interviews;
- Parental Questionnaire.

Support for Parents / Carers in Developing Learners' Social, Emotional and Behavioural Skills

- As part of the School's Open Door Policy all staff are willing to talk to parents and give guidance and advice to help with behaviour management;
- Further advice can be obtained from the SENDCO / Headteacher who can meet with parents and make referrals to the School Nurse, Educational Psychology and the Parent Support Partner. All referrals are made with the agreement of parents / carers;
- School can facilitate access to a number of externally provided courses specifically for parents to support with behaviour strategies at home.

Document Record

Version	Reason for Amendments/Update/Review	Date of Adoption by School	Date of next review
1.0	Policy written	01/09/2016	
2.0	Revision to remove LIST team references and to include Good to be Green and new Educational Psychologist	01/11/2017	
3.0	Revision to include Individual Behaviour Support Plan and revised School Rules	01/11/2018	01/11/2019
3.1	Reviewed	01/11/2019	01/11/2020
3.2	Addendum added in light of COVID-19 and the expanded opening of the School	06/06/2020	01/11/2020
3.4	Reviewed	08.09.2022	08.08.2023
3.5	Review with change of terminology and clarification around suspension and permanent exclusion	18.09.2023	17.09.2024