



## **St Mary & St Pancras CE School Positive Learning Behaviour Policy**

### **Statement of intent**

**As a church school what and how we teach, what and how our children learn within and beyond the classroom are and must be rooted in Christian values:**

**Friendship, Respect, Endurance, Thankfulness and Forgiveness.**

**These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.**

**Policy Reviewed by SLT July 2020  
Approved by GB: July 2020  
Review due: July 2021**

### **Behaviour Principles**

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use that knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework based on Christian values is an essential part of the education that will be on offer.

“Always treat others as you would like them to treat you” Matthew 7:12. This instruction should be evident in the whole life of the school, in the relationships between all members of the school community, children, staff, and parents as well as in the management of behaviour.

### **Aim**

- For children, staff and parents to work together to establish a strong set of Christian values which underpin the life of the school;
- In addition to our school values of friendship, respect, endurance, thankfulness and forgiveness, we will establish service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope and a sense of what it means to be a community (koinonia).
- Children will be helped to develop healthy, spiritual and moral frameworks which will support them into secondary school and adult life.
- They will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations.
- The school will teach responsibility and service so that children through those positive experiences learn to respect authority and take pride in the work that they do and their school and its environment.
- Children to be happy, confident and independent.
- To create motivated and reflective learners who are able to fulfil their potential.
- Through the use of rewards and sanctions children will learn about justice and how there is a difference between major and minor issues.

## Developing Positive Behaviour

St Mary & St Pancras is a Church of England primary school with a strong Christian ethos. We aim to promote a positive attitude in all our children, creating an environment in which a high standard of behaviour is expected, within a climate of trust. We are strongly committed to and believe that every child in our school community has the right to be able to realise their potential in a secure, safe and happy environment.

We value parental contribution and support in developing positive behaviour and attitude. We see education as a partnership between home and school. The purpose of this policy is to essentially enable all stakeholders to work together to ensure positive behaviour so that effective teaching and learning takes place. Behaviour expectations and management strategies apply to all settings in the school; classroom, playground, clubs, trips and school journey.

<b>What we expect of our children:</b>	<b>What can be expected of our staff:</b>	<b>What we expect of our parents:</b>
<ul style="list-style-type: none"> <li>• To be polite to all members of our school community, and to respect the authority of the adult in charge.</li> <li>• To listen to adults and each other, considering each other's feelings (restorative justice).</li> <li>• To walk around the school quietly and calmly.</li> <li>• To take a positive role in all classroom activities and try as hard as they can.</li> <li>• To await their turn to talk to staff members and each other.</li> <li>• To value each other's work.</li> <li>• To work and play cooperatively with each other.</li> <li>• To tell the truth and take responsibility for their own behaviour.</li> <li>• To accept a solution or consequence if they have done something wrong.</li> <li>• To be able to say sorry when they have misbehaved and to understand that this word signals a change in behaviour and mood.</li> <li>• To care for the school and resources/equipment.</li> <li>• To feel responsible for giving a good impression of themselves and the school.</li> <li>• To demonstrate good manners at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining behaviour expectations and making sure they are understood.</li> <li>• To be good role models to the children and be positive.</li> <li>• To have high expectations of the children, praising examples of positive behaviour.</li> <li>• Make time to listen to children (restorative justice).</li> <li>• To be polite and respectful towards children.</li> <li>• To supervise effectively, being proactive rather than reactive.</li> <li>• To ensure the children move calmly and safely around the school.</li> <li>• Apply the behaviour system consistently.</li> <li>• To show respect towards each other.</li> <li>• All staff take responsibility in upholding high expectations of behaviour – they will never walk past an incident and leave it for someone else to sort out.</li> <li>• To see each day as a fresh start for the children.</li> <li>• Dismiss children at the end of the day in a calm and orderly manner ensuring that each child is handed over to a responsible adult.</li> <li>• Monitor children for behavioural changes in line</li> </ul>	<ul style="list-style-type: none"> <li>• All parents to be supportive of the school's behaviour policy and respect the decisions made.</li> <li>• Let your child know the standard of behaviour that is expected at school.</li> <li>• Support the expertise of staff in applying this policy fairly, accepting when a child has made a mistake and supporting them in putting it right.</li> <li>• Not to intervene with another child's parents or with another child, but to report the matter to school.</li> <li>• Talk to your child's teacher if you are worried by anything your child tells you about school before it becomes a problem.</li> <li>• Try to support your child in becoming resilient, reacting to issues proportionately.</li> <li>• Be positive and reward your child for the good things they do at school.</li> <li>• Work together with school to ensure high standards for your child and let them know what is expected of them.</li> <li>• Ensure your child is wearing full school uniform.</li> <li>• Support your child in coming to school ready for the day e.g. PE kit, swimming kit etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Not to engage in 'rough play' in the playground/anywhere.</li> <li>• Report any concerns promptly to an adult of their choice (every child identifies 2 adults they feel safe to speak to).</li> <li>• Learn to manage a situation themselves when appropriate.</li> </ul>	<p>with Child Protection guidelines.</p>	
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### **'Good to be Green' Whole School Behaviour System**

We have adopted the behaviour system 'Good to be Green'. This policy is intended to be applied consistently although, at times, staff will use their professional discretion to make adjustments to meet the needs of individual children.

#### **Overview**

The principle behind this system is:

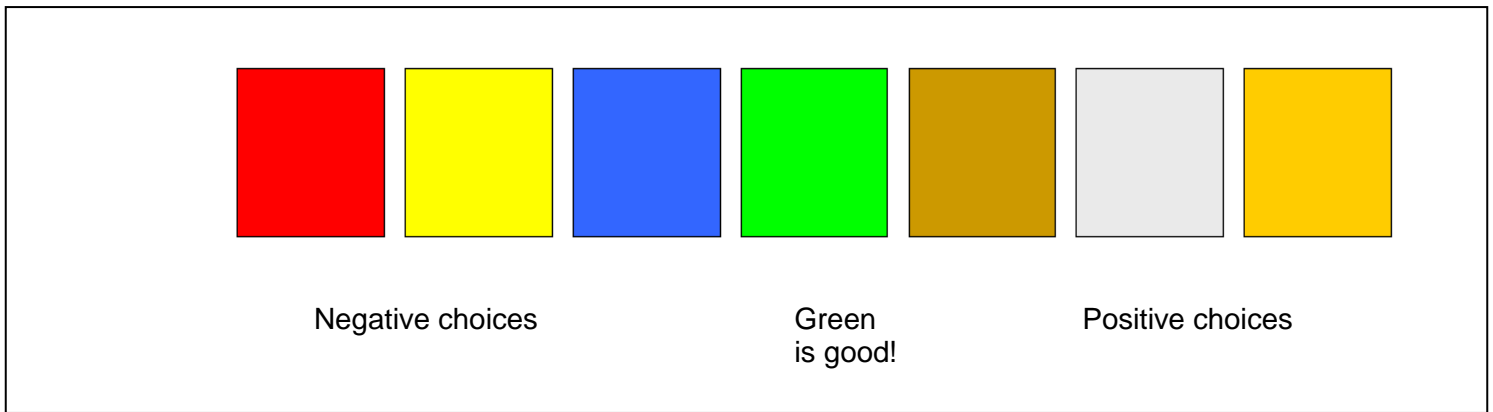
- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the staff integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Children who regularly model positive behaviour are recognised and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

The system works in the following way:

- All classes have a 'Good to be Green' display containing a pocket with their name on it.
- All children start each day with a Green card in their pocket (fresh start).
- If children make positive individual choices about their behaviour they will be asked to insert the appropriate coloured card into their pocket (bronze, silver, gold).
- If children make negative individual choices they will be asked to insert the appropriate coloured card choice into their pocket (blue, yellow, red). This is a clear indicator to the child that they will need to consider their behaviour and make positive changes to get back to Green.
- Children's names may move up or down the system at any point during the day. Children are responsible for getting back to 'Green' – 'Green' is good!
- It is important to note that 'Green' represents expected behaviour in line with our high expectations.



## Use of praise

When used at the appropriate time and for the appropriate reasons, praise can make a significant difference to enhancing children's behaviour. Equally, over use of praise can result in children not responding effectively. Practitioners are highly trained and skilled in ensuring that children receive the correct level of praise for their thoughts, actions or learning.

Types of behaviour that could be praised:

- Continued 'Green' behaviour
- Completing learning to the best of ability
- Being helpful
- Being kind or considerate
- Showing improvement
- Being polite
- Meeting a target
- Listening well
- Setting a good example
- Demonstrating a positive example

Methods of praise can include the following:

- Verbal praise
- Stickers
- Positive visits to other classes or members of SLT if children have completed a particularly special piece of learning or behaved in a particularly positive way
- Good news feedback to parents
- When a child achieves bronze or silver, they will be given a special sticker. It is expected that this will encourage the child to talk with their parents about how they achieved it.
- When a child achieves gold, their name will be entered into the 'Golden Book' and they will receive a 'golden' certificate and sticker from the Headteacher in Celebration Assembly.

## Whole Class Rewards:

Every class will receive 30 minutes of Golden Time each week. Any children who are moved on to blue, yellow or red throughout the week will record their name on a chart and represent the move with a tally. For each tally point incurred, they will lose 5 minutes of Golden Time.

## Consequences

The 'Good to be Green' system is a teaching tool. It needs to be explicitly referred to so that children can:

- Take opportunities to change their behaviour and get back to 'Green'.
- Use verbal feedback and the visual cue of the cards to monitor and track their own behaviour, and remind themselves of where they are and what they have to do.
- Understand that they will always receive a warning before moving down a colour.
- Realise that they are heading towards consequences and that they need to change their behaviour.

The following colours are consequences:

Colour	Consequence	Examples of behaviour (please note this is not an exhaustive list)
<b>Blue</b>	First warning. This provides the opportunity for a child to start making the right choices so they can move back to Green. Staff look for opportunities to move children back to Green.	Shouting/calling out during teaching time Getting out of their seat during a task Distracting other children from learning Talking when others are talking Rocking on chairs Not working to the best of their ability Not cooperating with others Having a negative attitude
<b>Yellow</b>	Second warning. This provides the opportunity for a child to start making the right choices so they can move back to Green. Reflection time away from the group, in the classroom (5 minutes) Staff look for opportunities to move children back to blue and Green.	Continuation of the behaviour demonstrated when Blue warning issued Repeatedly not following instructions
<b>Red</b> <i>Continuation of low level behaviour or</i>	Reflection time needed in another classroom with a reflection sheet.	Continuation of Yellow behaviours Serious incidents in the playground Throwing things Name calling Walking out of class

<p><b>a serious incident</b></p>	<p>Once the child has returned to class, they must work their way back to Green. Child's name will be recorded in the Behaviour File (kept in the Deputy Headteacher's office). If this happens 3 times in a half term, the head/deputy will meet with the parents/carers.</p>	<p>Physical violence Taking or damaging other people's property Teasing</p>
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If a serious incident occurs, or in cases of extreme behaviour or if there is no response to all our previous strategies, children may be put on an internal exclusion, or excluded from school by the Headteacher in line with the Local Authority guidelines.

The safety of children is paramount in all situations. The Leadership Team reserve the right to miss out any stage of the sanctions depending on the seriousness of the incident, the age of the child and the behaviour exhibited.

Lunchtime staff will use the 'Good to be Green' system and will report any incidents to the class teacher so they can be recorded on the chart.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy.

### **Positive Handling**

In very rare occasions and when deemed necessary to safeguard a child or children, staff may use positive handling techniques (in which all staff are trained) to restrain. This is in line with the DfE advice, 'Use of Reasonable Force' (July 2013).

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. Any decision regarding exclusion is made in accordance with Local Authority guidelines. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: <https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher (or designated Teacher in Charge) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the Governing Body of all exclusions, and the Local Authority about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

A Governing Body panel considers any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy, ensuring it is applied fairly and consistently.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school Governors have been notified.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. All abusive incidents are reported to the Local authority and the Governing Body on a termly basis. Abusive incidents include bullying, discrimination of children with SEND, racist, sexist, and homophobic behaviour.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records significant classroom incidents. The Headteacher/ deputy Headteacher records those incidents where a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the equipment cupboard in the playground.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy annually.



# Positive Learning Behaviour Policy

## Annex A: Behaviour principles in response to Covid-19

In light of Covid-19 and the subsequent need for children to behave differently when they return to school due to the situational health and safety measures now in place, this annex supplements our Positive Learning Behaviour Policy. Whilst we remain committed to promoting positive learning behaviour, given current circumstances it is imperative we protect the health and safety of the whole school community. In line with our risk assessment for the safe re-entry of pupils into our school, the following principles will be implemented:

- All children and families must follow the arrival and departure routines as outlined in the weekly plan, including arriving and being collected on time. The directional system must be observed at all times.
- Children must move around the school under the supervision of an adult only, and adhering to the specific instructions provided by staff (for example, one-way systems, out of bounds areas, queuing).
- All children must follow instructions on hygiene, such as handwashing and sanitising when requested.
- To ensure the safety of all, children must remain with their groups in their designated classroom and socialise with those pupils only.
- Children must observe 'catch it, bin it, kill it' expectations - sneezing into a tissue, covering their mouth when they cough (preferably with a tissue), disposing of tissues immediately in the designated tissue bin in their classroom and washing their hands straight after. They should also avoid touching their mouth, nose and eyes with hands. Reminders will be given frequently throughout the day.
- Children must tell an adult if they are feeling unwell.
- Children will be provided with individual packs containing an exercise book, pencil and ruler. They should only use further resources when instructed by an adult.
- No items from home should be brought to school except a water bottle and packed lunch. These must not be shared under any circumstances.

- Children are expected to follow instructions about where it is safe to sit or play, as well as the equipment they are allowed to use, at all times including break and lunch times.
- Children are expected to follow the rules on the use of toilets – one child at a time. They will queue outside at 2 metre intervals whilst waiting.
- If a child coughs, spits or deliberately breaches social distancing guidelines they will need to be collected by a parent/carer immediately and will not be allowed back on site until their behaviour is deemed to be safe.
- Refusal to follow **any** instructions compromises the health and safety of the whole school community. This will also result in your child needing to be collected by a parent/carer immediately. They will not be allowed back on site until their behaviour is deemed to be safe



## RED: REFLECTION SHEET

Name:	Date:
Class:	Time:
What happened?	
Who was affected?	
What are you going to do to make it better?	
What will you do differently next time?	

## Stay on Green

GOLD		
SILVER		
BRONZE		
GREEN		
Blue behaviour includes:	<ul style="list-style-type: none"> <li>Calling out during learning</li> <li>Getting out of your seat during a task</li> <li>Distracting other children from learning</li> <li>Talking when you shouldn't be</li> <li>Rocking on chairs</li> <li>Not working to the best of your ability</li> <li>Not cooperating with others</li> <li>Having a negative attitude</li> <li>Not following instructions</li> </ul>	You may be moved to another seat.
Yellow behaviour includes:	<ul style="list-style-type: none"> <li>Continuing with 'Blue' behaviour</li> <li>Repeatedly not following instructions</li> </ul>	You will have to sit on your own.
Red behaviour includes:	<ul style="list-style-type: none"> <li>Continuing 'Yellow' behaviour</li> <li>Serious incidents in the playground</li> <li>Throwing things</li> <li>Name calling</li> <li>Walking out of class</li> <li>Using your hands/feet</li> <li>Taking or damaging other people's property</li> <li>Teasing</li> </ul>	<p>You will be sent to another classroom to do a Reflection Sheet.</p> <p>Your parents will be spoken to.</p> <p>Red behaviour is very serious.</p>