



**Guildhall Feoffment Community Primary School**  
**Positive Behaviour Policy**

Approved by the Governing Body

Signed: \_\_\_\_\_

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Chair of Governors

<b>Document Title</b>	Positive Behaviour Policy
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<b>Reviewed By</b>	Full Governing Body

This policy and its affiliated policies arise from the climate of respect created in the school, as set out in the Anti-bullying policy.

The policy has been generated by the Headteacher and school staff following the principles set out by the Governor's Statement of Behaviour Principles.

The policy applies to the school day but also to school groups on visits (including residential), sports and cultural events and all occasions when pupils are representing the school.

This policy is linked to the Anti-Bullying and Acceptable Use of Technology policies.

### **Rationale**

We believe that the children at Guildhall Feoffment Community Primary School have the right to an education which offers them the best opportunity to reach their full potential. A fundamental aspect of this is to encourage children to develop high standards of behaviour and establish in them a sense of self-respect, reliability, responsibility and independence. This will be achieved through positively encouraging children to do their best, praising their efforts and being interested in them as individuals.

When many people are in close proximity, there are certain rights and responsibilities that need to be established so that everyone can enjoy a safe and beneficial learning experience. These rights and responsibilities help us to balance our own wants and needs with the wants and needs of those around us. Balancing what we want, with what others want, is a difficult concept for young children to grasp sometimes. For this reason we share our expectations through our Kindness statements. (see appendix) We have high expectations for our children's behaviour and these are modelled by the adults in the school – because we know that no behaviour policy is effective unless we, as responsible adults, set the right example for the children to follow.

### **Rights and Responsibilities**

All members of our school community have rights and with those rights come responsibilities.

<b>Rights</b>	<b>Responsibilities</b>
Children have a right to learn.	Children have the responsibility to try their best at all times, to allow others to learn and to not disrupt teaching.
Teachers have a right to teach without their lessons being disrupted.	Teachers have a responsibility to provide a well-planned, purposeful, engaging and challenging curriculum for all children.
All have a right to be listened to with respect.	All have a responsibility to listen to others with respect.
All members of the school's community have a right to feel safe and secure.	All have a responsibility to behave in a way that allows everyone to feel safe and secure.
All have a right to work in a positive learning environment.	All have a responsibility to show courtesy and consideration towards each other.
Children have a right to be guided and supported with their behaviour.	Children are responsible for their own behaviour and for following appropriate rules.

### **Aims of this policy**

The policy together with the Anti-bullying and Acceptable Use of Technology policies, aims to:

- provide a happy and secure atmosphere where discipline is firm but fair, and all children (regardless of gender, ethnicity, religious beliefs, age, disability or educational need) are offered equality of opportunity
- develop the children's understanding of their rights and responsibilities regarding their behaviour

- Show that the policy and its procedures fit within the broad aims of the school and its inclusive ethos
- foster a sense of commitment to the school and pride in its achievements
- set out the codes and principles by which the school will establish and maintain standards of acceptable behaviour
- encourage the children to respect the feelings, needs, interests and opinions of other people and to develop a positive attitude towards everyone involved in the life of the school
- address disciplinary mechanisms and processes to ensure a consistent approach
- involve all members of the school community in taking an active part in implementing this policy
- show how the school rewards and reinforces good behaviour and attitudes
- state the kind of environment seen as promoting mutual respect, and positive behaviour and attitudes
- create consistency, fairness, and clarity in the approach to behaviour
- involve parents in promoting positive behaviour
- recognise that some pupils have special behavioural needs and may fall outside the usual boundaries (there will be clear behavioural procedures for these children)
- ensure that incidents which occur are met with fairness, tolerance and consistency.

The success of this policy will therefore not be in the elimination of all incidents since there is recognition that some pupils will test boundaries.

### **Application of the Policy**

In addition to modelling good behaviour and exemplifying the Guildhall Feoffment Vision and Values, as responsible adults we must try always to:

- encourage good behaviour and correct poor choices of behaviour
- make all pupils aware that if they make poor choices, there will always be consequences and restorative action
- accept that children are learning and it is to be expected that they will make mistakes
- to treat children respectfully when giving consequences to ensure they are not humiliated by the process and learn to make more skilful choices next time
- pre-empt negative attitudes and unwanted behaviour by maintaining a positive and encouraging learning environment in which all pupils and adults feel included and valued
- create lessons which engage the children and motivate them to learn.

To manage behaviour effectively and ensure a good and safe learning environment the school and staff will:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms, around the school and when pupils are outside the school during the school day
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Our focus as a school staff team is to help a child understand what they did was wrong and what the consequences were to themselves and other affected. Where there has been damage to a relationship, we will work with the 'victim' to understand how they were hurt and what they feel will help them to build the relationship back up again. This will be done in a sensitive way using Restorative Justice Strategies.

## Guidelines

- **The School's BE KIND values** will be displayed in all major spaces in the school.
- **Each classroom will establish** consistent routines and practices which support this statement, and reward mechanisms for pupils and an appropriate set of sanctions will be used.
- **The school will develop** rewards for good behaviour actions, good manners, and good work, with a regular opportunity to present them.
- **The school** will also provide a set of sanctions and restorative actions for inappropriate behaviour.
- **The school will promote** good behaviour through positive adult example, through acknowledgement of good practice, and through intervention.
- **Pupils must not bring into school any items that could be construed as dangerous or inappropriate, for example** guns, knives of all descriptions, small items that could be construed as weapons and sharp objects generally. This list is not definitive.

## Outcomes

- Within the school, a purposeful learning climate will exist.
- Parents and pupils will be assured that pupils are safe, and that all behaviour concerns are treated promptly and effectively and in accordance with this policy.
- Parents, staff and pupils are clear about expectations in relation to respectful behaviour.
- Support mechanisms will be in place to help pupils in unstructured times.
- Class programmes in PHSE will feature at all levels to support behaviour strategies.

## Parental Involvement

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We believe that when we work in partnership with our parents and carers, we see the best versions of the children and the best behaviours for learning. We encourage parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We also expect parents to support the Schools' Positive Behaviour Policy and its ethos. We aim 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. It may be necessary to work with the SENCO to facilitate additional support, who may propose further assistance from our visiting counsellor, or other agencies. If the school must use interventions when sanctioning a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher privately via email to the office or through Class Dojo. If the concern remains, they should contact the Headteacher.

## Special Educational Needs

Our Positive Behaviour Policy will not work for every child in the school. If a child, owing to SEND or a specific diagnosis, finds that the behaviour strategy is not effective to support them, in discussion with the parents or carers, we will draw up a Consistent Management Plan.

Where the significant behaviour incidents involve other members of staff the discussions should, wherever possible, include the child's class teacher. In the discussions we will look for the frequency, intensity, generality and duration of the recorded behaviour, to discover what triggers or exacerbates the behaviour concerned.

The school may request outside support, including Behaviour Support, which may involve observations carried out by visiting experts.

In the Consistent Management Plan we will:

- have a team approach so that all staff are giving the same message
- show the pupil what is acceptable behaviour
- offer moral, emotional, and practical support for the pupil, their teachers and support staff
- involve the parents of the child
- review the plan regularly.

## **Behaviour as a Choice**

We all make choices about how to behave. We want our children to make good choices and understand that the choices they make have consequences for themselves and others.

We use rewards to encourage and reinforce good choices. We have a hierarchy of sanctions which are the negative consequences of children making bad choices about how to behave.

## **Rewarding Good Behaviour**

We will try always to acknowledge expected behaviour that is in the spirit of the Guildhall Feoffment's values, however our focus for rewards and positive consequences will be also be focused on Learning and Learning Habits too. We build a culture of support and encouragement in our classrooms, around the school, and outside the school at events and activities, through assemblies, class discussions and displays. When a child demonstrates unacceptable behaviour, it is essential that a member of the teaching staff refers to our Kindness expectations. Have the children shown kind hands, kind feet, kind words and kind actions? This is reflected in our School Values and older children may be expected to indicate what value has not been demonstrated. It is important for staff to indicate to the child that it is their behaviour that is unacceptable, rather than the child being inherently naughty.

We believe that praise, encouragement and a warm, positive relationship between children and adults is the greatest reward we can give our children. On top of this, classes have different reward systems (house points, certificates, special responsibilities etc for affirming positive behaviour).

## **Praise**

Praise should encourage children to challenge themselves and persevere when learning takes time and effort. We value mistakes as part of the learning process.

## **What do we mean by 'motivation'?**

- Intrinsic (autonomous): doing something for the thing itself – a focus on process
- Extrinsic (controlled): doing something for what it'll bring as a reward – praise, prizes, performance grades, etc. – a focus on product

## **Wise Praise: 6 rules**

1. Praise the effort, not the 'ability'
2. Praise in specifics, not generalities
3. Praise privately
4. Praise authentically, and not too much
5. Praise "now that," not "if then"
6. Praise behaviour, not the child

## **Whole School Rewards**

- Learner of the week and Classmate of the week certificate presented at whole school assembly each Friday
- House points cup presented on Friday assemblies
- Names published in Newsletters for special achievements or actions
- Breaktime cups awarded for good breaktime behaviour by whole classes
- Sharing good work - between classes or in assemblies
- Head Teacher's Awards – given for outstanding effort or achievement

## **Restorative Justice**

At Guildhall Feoffment Primary School we use a restorative approach to resolve conflicts both in and out of the classroom. Restorative Approaches are an understanding that we work best when part of a community and that to do so we need an understanding of how a community works, self-awareness of our responsibilities to that community and shared communications skills.

Restorative Justice is a process that resolves conflict. It is part of a larger ethos also known as Restorative Practices/Approaches. It promotes telling the truth, taking responsibility, acknowledging harm as

appropriate response to conflict and in doing so creates accountability. Rather than simply apologising, we seek a deeper understanding of the consequences and decide how best to rectify the situation.

All members of staff in school will use the following guidelines when following the restorative justice approach.

### Rules

- We will take turns so everybody can have their say.
- We will listen when someone is speaking.
- We won't interrupt each other.

### Questions

- What happened?
- What were you feeling?
- What needs to happen to put it right?
- How do you feel about it now?
- What will you do differently next time?

### Sanctions

We aim to teach children to meet their responsibilities and follow the school rules both in and out of school. Children who do not do so may be subject to the following sanctions should this happen in school time or when travelling to or from school. All adults working in school have the authority and the responsibility to implement this behaviour policy and the sanctions outlined below.

### Dealing with Unacceptable Behaviour - before we use our sanctions

We will try other means of helping the child change their behaviour. These may include:

1. a look from the adult
2. redirecting the child to what they should be doing
3. giving a rule reminder
4. If this does not work we will use our hierarchy of sanctions.

### Sanction as a Choice

Our sanctions are given as a choice to the child at every stage of the hierarchy – e.g. “We need to line up quietly without pushing. If you push, you will have to go to the back of the line.” This helps the child realise that they are the one responsible for their behaviour and its consequences. To emphasise this, a “choice” is the first step in itself at the beginning of the hierarchy.

Recommended Hierarchy of Sanctions in the classroom	In the playground
<ol style="list-style-type: none"> <li>1. Warning about behaviour</li> <li>2. Clear choice given to individual, group or whole class</li> <li>3. Time out to reflect on the incident</li> <li>4. Five minutes (or more depending on the incident) of missed play, talking with an adult/completing work that should otherwise have been completed)</li> <li>5. Ten minutes working in another class, followed by debrief discussion with an adult</li> <li>6. Rest of that session in another class (most likely the class of a member of the school's Senior Leadership Team) followed by debrief discussion with an adult</li> <li>7. Sent to Head Teacher/ Deputy Head Teacher (Parents informed by class teacher)</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear choice given to individual or group</li> <li>2. Two minutes talking with an adult or sitting on a bench</li> <li>3. Five minutes talking with an adult or sitting on a bench</li> <li>4. Class teacher informed to discuss (e.g. restricted play area imposed for time limit, separation from other children or group with whom there has been an incident)</li> <li>5. Withdrawal of playground privileges</li> <li>6. Sent to the class teacher</li> <li>7. Sent to Head Teacher/Deputy Head (Parents informed by class teacher)</li> </ol>

Parents will always be informed, usually by the class teacher, if a child has been sent out of the class for the rest of a session.

### **Sanctions for persistent poor behaviour**

At times where children are persistently reaching stage 6 or higher of the above hierarchy, the following set of sanctions may be considered by the Head or Deputy Head.

- Internal exclusion with senior member of staff for half a day, followed by a meeting with parents.
- Internal exclusion for full day with senior member of staff, followed by a meeting with parents.
- External exclusion for set period of time.

### **Use of inappropriate language**

When a child swears at a member of staff or another child the following steps will happen:

- The child could be sent in to a quiet space to calm down and to remove them from other children; a member of staff will sit with/or near the child
- The child will write a letter of apology at a break time and stand by an adult for 5 minutes of the next lunchtime
- A member of staff will contact the child's parent to let them know what happened

### **Severe Behaviour**

A child will be sent to the Head Teacher / Deputy Head Teacher for any of the following behaviours:

- physical violence or verbal abuse
- racist abuse or any other discriminatory behaviour
- theft
- damage to school property.

### **The Use of Exclusions**

In exceptional circumstances, particularly where unacceptable behaviour poses a serious risk to the health and safety of staff or children, adversely affects the education of other children or the smooth running of the school, where property is being deliberately damaged or where bullying is sustained, the school may use fixed term exclusions as a tool. Usually other strategies will have been unsuccessfully attempted before this point is reached. A permanent exclusion may be used where the school judges that the working relationship between the child and the rest of the school community is such that progress in developing appropriate behaviour cannot be made.

### **The Education Act (2006) provides powers for schools to exclude, detain pupils, to search pupils, to confiscate items from pupils and use restrictive physical intervention.**

In all cases where such actions are considered necessary the Headteacher will determine the appropriateness of such actions after having been fully appraised of the situations and circumstances. There are occasions when positive handling may be required for a pupil. This will be written into their individual behaviour plan. The requirements of the act will be observed in all such cases, and parents of pupils involved will be informed and involved in all cases.

If a child acts in a way which is dangerous or harmful to him or herself or others, then the County Council expects the member of staff dealing with the behaviour to react in a way consistent with the duty of care they have for that child. The use of force should only be applied if it is reasonable, proportionate and absolutely necessary. Following this incident, if it is considered that similar situations are likely to occur again then a risk assessment should be undertaken and appropriate training given to staff in restrictive physical intervention, if necessary.

### **Anti-Bullying**

If a child is the victim of regular unacceptable behaviour, or feels they are a victim of bullying and/or prejudice, their parents/carers are invited into school to discuss the measures we will put in place to ensure their child can feel safe and happy at the school. Support and reassurance are given at that time and the situation will be carefully monitored through the staff actions listed above.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place (meeting our definition of bullying in the Anti-Bullying Policy), we will act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear.

We recognise that "cyberbullying" may be a concern for some of our older pupils. They will be given advice and support in reporting and coping with such issues and on how to keep themselves safe.

The school has a separate Anti-bullying Policy for dealing with such issues. The principles and procedures of this policy form an integral part of the ethos and processes we use to deal with incidents of bullying.

#### **Links with Acceptable Use of Technology Policy**

This policy is produced to link with the Acceptable Use of Technology policy in order to provide guidance for staff and parents, and support for pupil safety.

#### **Confiscation**

At Guildhall Feoffment, staff have the authority to confiscate personal items, but this sanction must be applied reasonably. It is important to recognise that young children may have an attachment to personal items and that when they are removed this may cause further distress. Staff must follow the procedure below if this sanction is used.

1. Inform the pupil that their property will be confiscated and why. For example, distraction to learning, or posing a threat to safety.
2. Inform the pupil when and where the confiscated item will be safely kept, and when it will be returned. This should be on the same day.

Mobile Phones in Years 5 and 6, parents may give their consent for a child to bring a mobile phone to school. If the phone is not switched off when entering the school site and is not handed to the class teacher for safe keeping, the teacher will confiscate the phone and send it to the school office. Items such as knives, lighters, vapes or laser pens are not acceptable on site in any circumstances and if found, they will be removed and stored at the office until such time as they can be returned to parents.

#### **Drug and Alcohol related incidents**

Pupils may not bring any drug, legal or illegal, to school. (See Medication Policy). If a child will need medication during the school day the parent or guardian should notify the school and seek permission for the medication to be brought into the school.

#### **Review**

This policy will be reviewed every two years.

