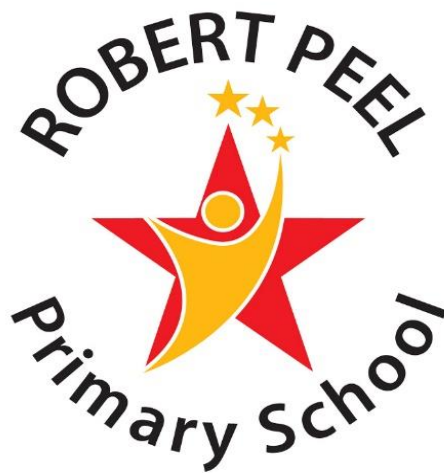


# Robert Peel Primary School

## Promoting Positive Behaviour Policy



Date policy last reviewed:

March 2025

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors                      Date: \_\_\_\_\_

## **Ethos**

Robert Peel Primary School is a happy, supportive, friendly and welcoming school, with a true family atmosphere where all staff and pupils are positive, caring and encouraging and where a smile is shared. The staff, Governors and pupils alike enjoy what they do and do it very well. Our school community has high expectations, both in terms of achievement and behaviour and everyone is expected to do their best and to use their special gifts and talents to their full potential. At Robert Peel all members of the school family and the contributions they make are greatly valued and the school is a learning community where we value ourselves, others and the world around us, as we learn and grow together.

## **Vision**

At Robert Peel Primary School, our vision is to develop resilient and independent learners who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to; lead their own learning; question their understanding; develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

## **Rationale**

At Robert Peel we foster an ethos of mutual respect and the caring atmosphere in the school reflects this. We encourage children to be responsible for their own behaviour and to take a pride in themselves and the school. We strive to ensure each child receives his/her education in a safe and non-disruptive environment. In partnership with parents we aim to promote positive behaviour in our children, thus enhancing the caring, understanding ethos of our school. School rules and disciplinary procedures are formed in consultation with the children to maintain their safety and to help create an environment which is conducive to effective learning and teaching. The establishment of a positive learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and at classroom level through interactions between staff and pupils and between the pupils themselves.

## **Aims of the Policy**

- To ensure our school Vision shapes all aspects of our work in school
- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment and achievement, behaviour and attendance for all pupils
- To involve parents, pupils and staff in setting rules/standards of behaviour within the school

- To ensure pupils manage their own behaviour effectively whilst respecting the rights of others
- To inform parents and pupils of sanctions that will be taken for negative behaviour
- To develop social and citizenship skills through a variety of school contexts
- To ensure safety, health and well-being in the workplace for all children and staff
- To provide a secure educational environment in which children learn

### **Managing Positive Behaviour**

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively.

We try to implement both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

### **Responsibilities**

Staff: All staff share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Headteacher has overall responsibility for ensuring positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Pupils' responsibility is to be responsible for their own positive behaviour and meet the expectations set out by the school.

### **Our Golden Rules**

Promoting positive behaviour is the approach taken at Robert Peel. The children follow 'Our Golden Rules' which are:

We listen to people, we don't interrupt.

We are kind and helpful, we don't hurt anybody's feelings.

We are patient, we wait our turn.

We work hard, we don't waste time.

We look after our belongings, we don't damage things.

We try our best, we don't stop others from learning.

We are honest and respectful, we don't cover up the truth or hurt others.

On the playground these are translated into the following

We play fairly with other children, we don't spoil games.

We are respectful to each other, we don't use unkind words.

We are polite when speaking to each other, we aren't rude.

We look after the equipment, we don't damage things.

We listen to instructions, we don't ignore adults.

We are kind and helpful, we don't hurt anybody's feelings.

We are caring towards each other, we don't hurt other children.

### **All Staff will:**

- Promote our Vision and Learning Behaviours
- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give children the opportunity to work in groups
- Make sure that pupils listen, are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour and learning attitudes
- Ensure the pupils in their class follow Our Golden Rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents

### **Pupils will:**

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Display Our Golden Rules
- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary carry out self-monitoring
- Be aware of their own emotions and actions and take responsibility for these
- Support and praise their peers for showing the Golden Rules and Learning Behaviours

### **Parents, Carers and Families will:**

- Support the school when reasonable sanctions to discipline a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Headteacher then if necessary the school governors.

- Initially contact the Class Teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.

### **The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behavioural issues
- Monitor the policy and rates of exclusion
- Review the effectiveness of the policy

### **School Procedures**

Children have to learn positive behaviour and our Vision promotes positive attitudes and behaviours to learning. As in all aspects of life the children sometimes have to learn from their mistakes. As in all aspects of managing behaviour CONSISTENCY is the key to success. Staff will:

- Be consistent and fair
- Before taking any action communicate, clearly and effectively your intentions to the pupil
- Act rather than react
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour
- Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask
- Seek advice and support if a situation escalates
- Reprimands should focus on the unacceptable behaviour and relate these to our Golden Rules
- Discussions with children should revolve around choices and consequences

### **Positive Behaviour Strategies**

Our 'Golden Rules' and Learning Behaviours are displayed throughout the school and are referred to by all staff.

We believe that children should display our Golden Rules at all times and it is not the practise of the school to give rewards for achieving these. We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour and learning attitudes.

Other methods used to promote our Golden Rules and Learning Behaviours are:

- Use of PSHE Lessons to discuss aspects of personal and social development including positive and negative behaviour
- School assemblies on moral and social issues
- House Points for demonstrating the school's Learning Behaviours
- Weekly Golden Learner Awards

### **Actions used for Negative Behaviour**

- Verbal rebuke and reinforcement of Golden Rules
- Discussion with child
- Change in seating arrangements within the classroom
- Withdrawal of privileges
- De-escalation time/ Processing time
- Detention during break/lunchtime
- Writing a letter of apology
- A 'Timeout'
- Pupil discussion with Headteacher/Deputy Head
- Record of incident on C-POMS to be able to track behaviours
- Letter to parents of unacceptable behaviour
- Meeting requested with parents and pupil
- Change of in class provision
- Report Card set up for set period of time
- Risk Assessment
- Mentoring or Draw and Talk sessions
- Individual Behaviour Programme set up between school and home
- Behaviour Tracking Sheets
- Advice is sought from outside agencies for children who are becoming increasingly disruptive and finding it hard to manage their behaviour
- Possible exclusion

### **Dealing with Unacceptable Behaviour**

Around school children are expected to follow Our Golden Rules. From time to time children make the wrong choices and the following system is followed in these cases.

<b>Stage</b>	<b>Examples of Behaviour</b>	<b>Actions/ Sanctions</b>
Stage 1 – Low level	<ul style="list-style-type: none"><li>• Swinging on chair</li><li>• Interrupting/calling out</li><li>• Losing concentration</li><li>• Ignoring instructions</li><li>• Silly noises</li></ul>	<p>Children are given a verbal warning if displaying this behaviour and told if they continue they will be moved down the traffic light system.</p> <p>If they continue to cause a disruption they move to the next section of the traffic light. If they still continue they move to the last section of the traffic light and will be sent to the Head or Deputy with a Red Ticket. The Head/Deputy will discuss the conduct of the child in relation to our Golden Rules and will decide on a suitable cause of action. This may be a reminder, loss of break time, movement of seat in classroom.</p>

<p>Stage 2 – Repeated Low Level or Negative Behaviours</p>	<ul style="list-style-type: none"> <li>• Persistent stage 1 behaviour</li> <li>• Rudeness</li> <li>• Affecting other pupil's learning</li> <li>• Inappropriate remark to other pupils</li> <li>• Minor challenge to authority</li> <li>• Damaging school's/pupil's property</li> <li>• Leaving class without permission</li> <li>• Harmful/offensive name calling</li> </ul>	<p>Straight to Red Ticket and procedure as above.</p> <p>Consequences may include further loss of privileges and clear expectations going forward. This is based on an individual basis and previous behaviour incidents and may move to Stage 3.</p> <p>Red Ticket logged on C-POMS</p> <p>Lunchtime Red Ticket logged on C-POMS</p>
<p>Stage 3 – Serious Behaviours</p>	<ul style="list-style-type: none"> <li>• Persistent stage 2 behaviour</li> <li>• Persistent swearing</li> <li>• Throwing objects with intent to harm</li> <li>• Harming someone</li> <li>• Continued or more serious cheek/challenge to authority</li> <li>• Repeated refusal to do set task</li> <li>• Offensive remarks to children/staff</li> </ul>	<p>Straight to Red Ticket and procedure as above.</p> <p>Consequences will involve a meeting/discussion with parents, being placed on report and daily meetings with Head/Deputy. This is based on an individual basis and previous behaviour incidents. This applies to before and after school club as well.</p> <p>Risk Assessment drawn up and shared and agreed with parents.</p> <p>Red Ticket logged on C-POMS</p> <p>Lunchtime Red Ticket logged on C-POMS</p>
<p>Stage 4 – Major Behaviours</p>	<ul style="list-style-type: none"> <li>• Persistent stage 3 behaviour</li> <li>• Bullying</li> <li>• Fighting</li> <li>• Racism</li> <li>• Violence</li> <li>• Very serious challenge to authority</li> <li>• Threats of violence</li> <li>• Intimidation</li> <li>• Homophobia</li> <li>• Serious verbal altercation/intimidation</li> <li>• Sexualised intimidation</li> <li>• Stealing</li> <li>• Possessing a prohibited item - see below</li> </ul>	<p>Headteacher/Deputy Head informed.</p> <p>At times a child may have placed themselves or others in danger or are refusing to following instructions. If all other means of verbal communication have not resulted in a positive outcome then a Positive Handling approach may be used. See policy</p> <p>Meeting with parents.</p> <p>Loss of break, lunchtimes, ban from activities and trips.</p> <p>Lunchtime exclusions, fixed period internal/external exclusion.</p> <p>Risk Assessment drawn up and shared and agreed with parents.</p> <p>Incidents of a most serious nature may result in a permanent exclusion.</p>

		<p>In relation to exclusions the Local Authority's guidance will be followed by the school.</p> <p>Behaviour and outcomes recorded on C-POMS Search undertaken in relation to prohibited item</p> <p>Police being notified if behaviour is illegal.</p>
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All of the above sanctions are put in place at the discretion of the Headteacher and the context and the child's needs will be fully taken into account when sanctions are applied. There may be certain circumstances where additional measures are put in place to support a child whose behaviour is causing concern. As a school we are aware, that at times, children who have an additional learning need, who may be a Young Carer or who receive support with their mental health may require an intervention such as mentoring or a personalised approach to support them with managing their behaviour. The age of the child will also be taken into consideration. This is reviewed on a child by child basis.

### **Prohibited Items & Searches**

If a member of school staff has evidence that a child has a prohibited item, as listed below, a search of a child's possessions can be undertaken. Children can be asked to search their own possessions by any member of staff. This will be conducted by the child taking items out of their school bag or pockets witnessed by staff members. If a child refuses, the matter will be referred to the Headteacher or Deputy Head who will ask the child if they give permission for a search to be undertaken which will be undertaken by the Headteacher or Deputy Head.

At no time are searches of a child themselves permitted. They can be asked to empty out their pockets but if they refuse no physical search will be undertaken. If a child refuses to a search of their possessions or to emptying their pockets, then the child and their possessions will be kept in isolation and their parents will be called. The child's parents will then be asked to undertake the search.

Prohibited items:

Items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers and vapes
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves)
- Stolen items
- Legal highs
- Aerosal cans
- Paint thinners and super glue

## **Red Tickets**

These are classroom based or issued at break and lunchtime for children who have repeatedly not followed the schools' Golden Rules. Children will be sent to the Head/ Deputy who will deal with the issue as detailed above. Following this the Red Ticket details will be added to C-POMS. If a child is repeatedly receiving Red Tickets then further action by the Headteacher/Deputy Head will be taken and parents will be involved in this process.

### ***A Red Ticket in lesson time is as follows:***

I am unhappy with you because you:

- Haven't worked well in a group.
- Called out after being reminded.
- Were rude to an adult.
- Damaged equipment.
- Didn't listen or follow instructions.
- Upset or hurt someone in the class.
- Haven't completed work and distracted others.
- Not telling the truth.

### ***A lunchtime Red Ticket is as follows:***

I am unhappy with you because you:

- Didn't play well with other children.
- Called someone an unkind name.
- Were rude to an adult.
- Damaged our playground equipment.
- Didn't listen to instructions.
- Hurt someone's feelings.
- Pushed or hurt another child

## **Behaviour Outside of School**

At Robert Peel we expect children to behave appropriately outside of school and continue to follow the school's Golden Rules beyond the school gates. If we are informed that children's behaviour falls short of these expectations we will address this by discussing the matter with the children and informing parents. That way we can work jointly with parents to ensure that children are conducting themselves appropriately outside of school.

This may lead to whole class work and PSHE activities to ensure that children understand about being a good citizen and the responsibility they have for their actions. This intervention

may also involve outside agencies such as the police if the issues are illegal and children are of an age where they are criminally responsible.

This type of negative behaviour may be in person or via social media platforms or messaging services.

### **C-POMS**

All Red Tickets are recorded on the School's C-POMS. This is monitored by the Headteacher, Deputy and SEND Manager. Patterns of unacceptable behaviour are monitored and this may result in a child's parents being called in to school to discuss ongoing behaviour problems and possible actions. This log is also used to record any occasions when a child has had to be Positively Handled and are also used when outside agencies are involved with a child.

### **House Points**

At Robert Peel we have a House System with all of our children divided into mixed aged teams from Nursery to Year 6, all of which are named after inspirational people from history who have demonstrated Robert Peel's Learning Behaviours. These are:

Churchill	Newton
Nightingale	Shakespeare

Throughout the school year, the children will come together in these Houses to take part in a range of events and challenges. They are led by a Year 5 House and Sport Captain and all staff are also assigned a House.

These challenges allow all the children to develop their confidence, resilience, determination, negotiating and social skills whilst working with younger and older children. It also helps children to get to know others in the school and develop respect for each other.

Children are also awarded House Point Tokens for demonstrating the school's Learning Behaviours of:

Independence	Empathy	Communication Skills
Happiness	Aspiration	Resilience

This could mean that a child has challenged themselves in Maths and have not been worried about making a mistake, not given up when learning a new skill, or have shared their ideas with others in class when they are usually a bit worried to do so.

When children show these behaviours, staff will praise the child and they will be awarded a colour token which they will post in the class's House Point Collector.

Each week, the House Captains will collect these tokens and add them to the main school collector in the hall. Each half term the points will be counted and the winning House will receive a reward.

Class Teachers will also call parents to share something that has been really impressive during the week regarding their child's efforts. These comments will link to the school's Learning Behaviours.