



# Margaret Roper Catholic Primary School

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**Caring, Learning and Achieving together as part of God's family**

## **POSITIVE BEHAVIOUR POLICY**

### **RATIONALE**

**"Love one another as I have loved you"**

At Margaret Roper we promote the love of Christ and our neighbour, we will endeavour to foster good relationships between all members of our community.

### **'Caring, Learning and Achieving together as part of God's family'**

Margaret Roper is an inclusive school. At Margaret Roper, we aim to be a school where children can feel safe as well as learn, be confident and happy. Some children need help to manage and articulate their emotions. Children who find it most difficult to conform to 'good behaviour' need to be treated with respect and made to feel valued. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules with high expectations and will challenge unacceptable behaviour. Positive behaviour change is most effective when school staff and parents work consistently together. At Margaret Roper we have based our policy on an overwhelmingly positive joint approach towards managing behaviour that involves school staff, parents and children. The policy is based on incentives, golden time and golden rules, when required sanctions will be enforced (see Appendix 1 – Rewards and sanctions). The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

The positive behaviour policy operates in conjunction with the following policies:

- Anti-Bullying and racial harassment
- Early Help and Child Protection
- Safeguarding
- Health and Safety
- Exclusions
- SEND
- Home School agreement
- E Safety

**Caring, Learning and Achieving together as part of God's Family**

## Aims

Our school aims to:

- Provide a safe environment where learning is enjoyable.
- Offer an engaging and challenging curriculum
- Promote good relationships with others in school and the community
- Help each individual to discover and develop new skills.
- Provide challenge and support to achieve high standards
- Encourage and support children to become well rounded, resilient, self- disciplined, respectful, moral and caring.

At Margaret Roper our emphasis is on positive behaviour and reinforcing this. Rewards are aimed to motivate and help children to make the right choices. We aim to help our children understand that their actions have consequences and their behaviour could have a harmful effect on others.

The following roles and responsibilities will be implemented in support of the positive behaviour policy:

### **The Head teacher will:**

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school
- Be ultimately responsible and accountable for behaviour throughout school
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of challenging children
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with rewards and dedicated assemblies

### **Staff will:**

- Provide a well- balanced and creative curriculum
- Support children when dealing with their emotions and feelings using Second Step and PSHE
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills
- Reward and praise positive behaviour
- Inform and work with parents/carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure (CPOMS)

### **Parents will:**

- Support their child in adhering to the behaviour policy.
- Inform the school of any changes of circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly
- Work in a productive and consistent way with staff to promote positive behaviour
- Respect and support decisions in line with this policy that are made by school staff about the management of their child's behaviour.

**Children will:**

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be willing to be reflective to change behaviour and be willing to learn new skills to improve their behaviour
- Follow the school rules
- Learn to work cooperatively

**The Governing Body will:**

- Support with the implementation of the policy
- Provide advice to the head teacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy
- Understand that behaviour is a management issue

**Key Points**

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school, this includes breaking the school's e-safety rules.
- Teachers can confiscate pupils' property.
- Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

**Pupils conduct outside the school gates**

At Margaret Roper we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g. football matches and school trips. Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupil's behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the positive behaviour policy, teachers may discipline pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Teachers may also discipline pupils when there is misbehaviour at any time, whether or not the conditions above apply, where behaviour

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips and representing the school in any form (e.g sports competitions), is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children. Decisions of this kind will be made by the Senior Leadership Team.

### **Use of reasonable force**

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable, given the circumstances, when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm.

**Physical restraint will always be a last resort.**

### **Malicious Allegations**

At Margaret Roper allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential and every effort will be maintained to guard off any publicity while the allegation is investigated. Suspension would not be an automatic response to an allegation. If the accusation turns out to be malicious the pupil will be disciplined in accordance with this policy.

### **Communication and parental partnerships**

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the Senior Leadership Team and Special Educational Needs coordinator so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. A member(s) of the Senior Leadership Team will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will signpost parents to additional support where this is needed.

All staff will share positive stories about best and improving behaviours. They will work in an open and honest way with parents in order to achieve the aims of this policy.

**Behaviours and Sanctions (teacher use only – up on notice board in each class)**

ZONE	BEHAVIOURS	RESPONSE/SANCTIONS
GOLD	<ul style="list-style-type: none"> <li>• Exceptional behaviour and attitude</li> <li>• An exemplary student and role model</li> </ul>	<ul style="list-style-type: none"> <li>• Roper certificate given in Celebration Assembly to celebrate behaviour success and name in school newsletter.</li> </ul>
SILVER	<ul style="list-style-type: none"> <li>• Excellent learning behaviour and trying really hard all the time</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Stickers given on Friday</li> </ul>
Green	<ul style="list-style-type: none"> <li>• Good behaviour, working hard and in line with school ethos (expected)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> </ul>
Amber 1 Mild negative behaviour	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Not listening</li> <li>• Chatting in corridors or lines</li> <li>• Distracting others</li> <li>• Rudeness/answering back</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning to refocus</li> <li>• Reminder of school rules</li> <li>• Pupils apologise</li> </ul>
Amber 2 Moderate negative behaviour	<ul style="list-style-type: none"> <li>• Mild negative behaviours repeated</li> <li>• Being rude or disrespectful</li> <li>• Breaking equipment</li> <li>• Name calling</li> <li>• Being over physical with other children</li> <li>• swearing</li> <li>• Refusal to complete work</li> </ul>	<ul style="list-style-type: none"> <li>• Time out in classroom</li> <li>• Miss minutes from lunchtime or break time</li> <li>• Pupils apologise where appropriate</li> <li>• Complete work during lunchtime</li> <li>• Parents spoken to at home time</li> </ul>
Red 1 Significant negative behaviour	<p>Persistent and sustained negative behaviour that significantly disrupts the learning, safety and/or enjoyment of others during class time, playground, dinner hall, after school clubs and or school trips</p> <ul style="list-style-type: none"> <li>• Leaving class without permission</li> <li>• Malicious lying to cause problems for others</li> <li>• Stealing</li> <li>• Violent behaviour (fighting)</li> </ul>	<ul style="list-style-type: none"> <li>• Sent to one of Senior Leadership Team</li> <li>• Missed playtime or lunchtime</li> <li>• Internal exclusion considered</li> <li>• Meet with parents</li> <li>• Daily report card put in place for up to a week</li> </ul>

<p>Red 2</p> <p>Extreme negative behaviour</p>	<p>Continued negative behaviour and disruption of the classes learning despite previous sanctions being applied</p> <p>Unsafe behaviour that puts a child or member of staff at risk</p> <p>Pupils behaviour is a safeguarding risk</p> <p>Refusal to carry out an instruction</p> <ul style="list-style-type: none"> <li>• Violent behaviour (repeated)</li> <li>• Harassment or bullying</li> <li>• Abusive language to children or staff</li> <li>• Use of racist, homophobic or sexist language</li> <li>• Blatant defiance including, walking away when being spoken to by any member of staff</li> <li>• Damage to property</li> </ul>	<p>This stage with necessitate <b>Headteacher</b> involvement and meeting with parents</p> <p>Sanctions may also include</p> <ul style="list-style-type: none"> <li>• Lunchtime exclusions</li> <li>• Fixed term exclusions</li> <li>• Permanent exclusions</li> <li>• Head teacher report</li> </ul> <p>A multi-agency assessment may be considered for pupils who display continuous disruptive behaviour</p>
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### Support

We recognise that sanctions alone may not lead to an improvement in a child's behaviour. At all stages of our RAG system, we will direct support and where necessary educate children, parents and staff as appropriate to help improve the child's behaviour. This may be through pastoral support plans, a home/school action plan, buddying system, monitoring system in the playground or by other means which will support the child's return to an acceptable level of behaviour.

### Recording

Teachers will record all incidents (in CPOMS) which result in children being placed in Amber 2 or above. Children will remain in Amber and Red zones until the class teacher judges that behaviour has improved or the agreed time frame for the sanction/support applied has elapsed, at which point they will be moved to the Green zone.

## Classroom Reward Ladder

### Gold!

Well done you have won a Roper certificate to celebrate your success!

### Silver!

Keep trying you are doing really well, making some good choices! You have earned yourself a sticker

### Green!

Begin to make the right choice, go for gold!

### Amber 1 (Mild negative behaviour)

Verbal warning

### Amber 2 (Moderate negative behaviour) CPOMS

Time out in class/ miss lunch or playtime

### Red 1 (Significant negative behaviour)

Sent to SLT and put on CPOMS

Time out in another class (internal inclusion), missed lunch time or morning play, meeting with parents

### Red 2 (Extreme negative behaviour)

Headteacher must deal with these incidences.

Could lead to exclusions, parents informed

## School Rules

The school rules clearly define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.

These rules are set out below:

### SCHOOL RULES agreed with School Council and staff:

- \* Be cool - walk in school.
- \* Look after our school - don't be a fool.
- \* Use quiet voices - not silly noises.
- \* Wear your uniform with pride - have the team on your side.
- \* Be ready to learn - don't take the wrong turn.
- \* Play safe together - whatever the weather.

## Incentives

We have “whole school” incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults.

Whole school incentives are: -

- Star of the week - This is one chosen child from each class who has displayed excellent behaviour/attendance or attitude to learning. Each child will receive a certificate in the celebration assembly and a reward from the Head teacher.
- Going for gold - Each child who finishes the week on the gold part of the reward ladder will receive a certificate from the Headteacher during celebration assembly and their name put in the weekly newsletter. Children have the chance to move onto gold throughout the week with the reward as an incentive. Children to start each week on green with positive behaviour taking them up to gold. If a child has been on time out or removed from class they will stay on orange/red and earn their way back to gold from there.
- Children who achieve Gold by the end of the week will be recognised in the school’s ‘Golden Book’ which will be kept in the school lobby for all to see and celebrate. At the end of every half term all the children who have achieved gold will be invited to have afternoon tea with one of the Senior Leadership Team.
- House points - Each child is in a ‘house team’. They earn house points for their team which can be earned throughout the whole school day.

### They can earn points for:

- Good work
- Good answers in class
- Effort with homework
- Following school rules
- Being polite
- Helpful
- Kind to others
- Changing their behaviour
- Using a newly learnt positive behaviour strategy
- Supporting others in their team

These points would usually be given singularly, with a maximum of 2 house points for one occasion -only given by the Senior Leadership Team.

All staff in school can give house points. These are displayed in each class as an incentive for good work. They are then collected and counted up at the end of each half term with the winning house announced in assembly and being offered 15 minutes extra play time (TBC)

Date	Review Date	Drawn up by	Committee Approving
Spring 2020	Spring 2022	CG and EH	Ethos