



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.

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Margaret Roper is an inclusive school that meets the needs of all children. 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. At Margaret Roper we have based our policy on an overwhelmingly positive approach towards managing behaviour. 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

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, self- disciplined, respectful, moral and caring.

At Margaret Roper our emphasis is on positive behaviour and reinforcing this, rather than focusing on failures. These rewards are aimed to motivate and help children to make the right choices.

Living Our Mission

All children are involved in creating their class, school and world mission statements. These statements guide and influence how they conduct themselves.

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

The Headship team 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 PSHE and RSE
- 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 parents/carers about the welfare and behaviour of their children
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure (CPOMS)

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
- Follow the school rules
- Learn to work cooperatively

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.

The Governing Body will:

- Support the implementation of the behaviour policy
- Provide advice to the headship team regarding disciplinary issues and exclusions
- Review the effectiveness of the policy

Visitors to the school

(this includes parents and carers) are expected to:

- Show care and consideration to others
- Speak politely at all times
- Look after our school and everything in it
- Address all concerns to the class teacher, head or deputy head teachers
- Never confront another parent relating to issues that have occurred in school

Visitors, including parents are very welcome in the school and playground. However, if the behaviour or language used by a visitor is in any way upsetting or intimidating to others, the Headship team will exercise their right to ban the individual from school and its grounds.

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 Head teacher 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.
- 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 safe guarding 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. Section 85 (5) of the Education and Inspections 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.

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Or misbehaviour at any time whether or not the conditions above apply that:

- 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 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.

Prohibited Items

For the health, safety and wellbeing of all members of the school community, vapes, e-cigarettes and vaping devices of any kind are strictly prohibited on school premises or during any school activity.

Any pupil found in possession of a vape or vaping device will have the item confiscated and sanctions will be applied in line with the school's behaviour policy. Parents or carers will be informed and further action may be taken where appropriate.

Use of reasonable force

The legal provision on school discipline also provides 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. If a member of staff has to physically hold a child the **positive handling policy** will be adhered to.

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 publicly 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 leadership team and SENCO so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. The Headship 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.

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

<u>ZONE</u>	<u>BEHAVIOURS</u>	<u>RESPONSE/SANCTIONS</u>
Example Behaviours	<ul style="list-style-type: none"> • Exceptional behaviour and attitude • An exemplary student and role model • Excellent learning behaviour and trying really hard all the time • Good listening in class • Great efforts during learning • Kind to others • Following class rules daily 	<ul style="list-style-type: none"> • Verbal praise by teacher • Certificates given on Friday • Certificate given in Celebration Assembly to celebrate behaviour success and name in school newsletter • House Points • Sticker from Class teacher/SLT
Yellow (First warning)	<ul style="list-style-type: none"> • Calling out during learning input • Not listening during class time • Distracting others during learning • Poor manners/rudeness to teachers/peers • Answering back to adults 	<ul style="list-style-type: none"> • Verbal warning by teacher • Reminder of school rules • Pupils apologise • Name written down under 'First Yellow' • Recorded on CPOMS
Yellow (Second warning)	<ul style="list-style-type: none"> • Mild negative behaviours repeated • Continuing to be rude or disrespectful 	<ul style="list-style-type: none"> • Verbal warning by teacher • Reminder of school rules • Pupils apologise • Name written down under 'Second Yellow' • Recorded on CPOMS
Red	<p>Continuing negative behaviour from above. This is where a child has already been given 2 yellow warnings in a day.</p> <p>A Red can also be given automatically if the child does one of the following:</p> <ul style="list-style-type: none"> • Leaving class without permission • Fighting/being physical with other children • Chewing gum or sweets of any sort • Swearing/rude words • Vandalising of any sort • Refusal to complete work • Bringing, using, or being in possession of prohibited items including vapes, e-cigarettes or vaping devices of any kind • Malicious lying to cause problems for others • Stealing • Violent behaviour (fighting) 	<ul style="list-style-type: none"> • Sent to one of headship team to complete 'Values Workshop' during their lunchtime • Recorded on CPOMS • Missed playtime or lunchtime • Internal exclusion considered • Letter sent to parents

<p>Referral Red</p> <p>Extreme negative behaviour</p>	<p>Continued negative behaviour and disruption of the class learning despite previous sanctions being applied. This is where 2 Yellows and a Red has already been given in 1 day.</p> <p>Unsafe behaviour that puts a child or member of staff at risk</p> <p>Pupil's behaviour is a safeguarding risk</p> <p>Referral Red can also be given out without warning if:</p> <ul style="list-style-type: none"> • Refusal to carry out an instruction • Violent behaviour (repeated) • Harassment or bullying • Abusive language to children or staff • Use of racist, homophobic or sexist language • Peer on Peer sexual abuse • Blatant defiance including, walking away when being spoken to by any member of staff • Damage to property 	<p>This stage which necessitates Headteacher involvement and meeting with parents</p> <p>Sanctions may also include</p> <ul style="list-style-type: none"> • Lunchtime exclusions • Fixed term exclusions • Permanent exclusions • Head teacher report <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 system, we will direct support to 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 Red or above.

Recognising the impact of SEND on behaviour

For pupils whose needs are exceptional or for some pupils with Special Educational Needs or additional needs a meeting between members of staff regularly working with that pupil, the pupil's family and a senior leader will be required to agree an alternative approach to behaviour management. Intensive support either within school or with the involvement of external agencies will be considered. An age-appropriate individual plan (behaviour support plan) may be appropriate outlining a differentiated timetable and curriculum; strategies needed to ensure consistency for this pupil and support their behaviour (this may include a behaviour chart to break up the day into smaller chunks); and a risk assessment to ensure that the pupil themselves, other pupils and staff are safe. Sanctions may need to be carried out on the same day for some pupils and the class teacher should use their discretion as to how this could be managed.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account: Whether the pupil was unable to understand the rule or instruction, Whether the pupil was unable to act differently at the time as a result of their SEND, Whether the pupil is likely to behave aggressively due to their particular SEND. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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:

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 two chosen children from each class who have displayed excellent behaviour/attendance or attitude to learning. Each child will receive a certificate in celebration assembly and a reward from the Headship team.
- Writer of the Week – 1 child is nominated by the class teacher for exceptional writing
- Mathematician of the Week – 1 child is nominated by the class teacher for improvement/hard work in a particular area of Maths.
- 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 house points for:

- Good work
- Good answers in class
- Effort with homework
- Following school rules
- Being polite
- Helpful
- Kind to others
- Changing their behaviour
- Supporting others in their team

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

Children are awarded certificates in assembly based on the total number of house points they collect: **Bronze** for 10 points, **Silver** for 20, **Gold** for 30 and **Platinum** for 40 points. When a child reaches 50 points, they are presented with a special badge.

All staff in school can give house points. These are displayed in each class as an incentive. They are then collected and counted up at the end of each term with the winning house announced in assembly and offered a small prize e.g. 10-minute extra play time.

Date	Drawn up by	Committee Approving
Autumn 2025	CG	Ethos/Curriculum