



# Chilham St Mary's CE Primary School

## POSITIVE BEHAVIOUR POLICY

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Policy agreed: February 2019  
Policy reviewed: September 2020  
Policy review: September 2021

*At Chilham St Mary's, we are a diverse, loving community of learners, committed to providing firm foundations where everyone can grow in the knowledge and power of God's love. We encourage and support every individual to explore and achieve their own potential, rooted within our unique, historic environment.*

### **Introduction:**

This document is a statement of the aims, principles and strategies for Chilham St Mary's Church of England Primary School. DfE guidelines have been taken into consideration in the formulation of this policy.

### **Rationale:**

This document provides a framework for the creation of a happy, secure and orderly environment in which the children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

### **COVID-19 Addendum**

*All children and staff will be expected to follow the Positive Behaviour Policy during the school re-opening period. In addition to the policy as set out below, new systems have been introduced to mitigate any known risks. The systems have been established following guidance from the DfE and KCC. They have been shared with staff, parents and pupils. All Stakeholders will be expected to adhere to the published procedures to ensure the safe use of the school site for everyone.*

### **Key Principles for Positive Behaviour**

- Good behaviour is linked to good teaching
- Be relentlessly positive with all the children
- Use a consistent reward system to encourage outstanding behaviour throughout the school
- Provide concrete consequences; don't get angry
- Consistently promote a safe, caring and happy school where every child is valued and feels important

### **Responsibilities**

Staff should:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual and as part of the Chilham School family
- Promote, through example, honesty and courtesy
- Provide a caring and reflective learning environment

*Love*

*Trust*

*Respect*

*Honesty*

*Forgiveness*

*Perseverance*

- Encourage relationships based on kindness, respect and the understanding of the needs of others
- Ensure consistency and fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all
- Identify reasons and patterns of behaviour
- Form excellent relations with pupils based on mutual respect and understanding
- Form good relationships with parents so that all children can see that the key adults in their lives share a common aim

Children should:

- Adhere to the school rules and their own class charter
- Work to the best of their abilities, and allow others to do the same
- Keep teachers informed of incidents that may worry them or hinder their learning
- Demonstrate outstanding behaviour both in school and on the playground
- Care for and take pride in the physical environment of the school
- Work as a team, supporting and encouraging each other

Parents should:

- Make children aware of appropriate behaviour in all situations
- Encourage independence and self discipline
- Show an interest in all their child does at school
- Encourage their child/children to tell a member of staff if they have been hurt either emotionally or physically
- Foster good relationships with the school so that all children can see that the key adults in their lives share a common aim

Governors should:

- Support the partnership between home and school
- Monitor and evaluate the implementation of this policy

We commend positive behaviour and effort by words of praise to the individual, class or whole school. Our team point award system, in-class reward systems and celebration worship times are used to further celebrate the children's successes, which may be academic, for effort, improvement, for setting a good example or having a positive attitude. We also acknowledge and reward children who demonstrate the school values.

## **Rewards**

### **Class Marble Jar**

- Marbles can be awarded by any member of staff to an individual child or a whole class if they are demonstrating really good, positive behaviour in class, around the school and out and about on walks, visits etc
- Target amounts of marbles must be clearly agreed by the class teacher, TA and children. Rewards should be discussed with the class – these should be appropriate and proportionate to the target amount of marbles achieved. E.g 20 marbles = 5 minutes extra playtime; 40 marbles = 20 minutes in the school garden
- Rewards should be given as soon as possible after the target amount of marbles has been achieved
- Marbles cannot be taken away from the jar

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## **Team Points**

- Team points will be given for good work, effort and behaviour and collated for each pupil every term
- Team points can be awarded to a child by any member of staff
- Children can work towards earning certificates linked to the number of team points they achieve as well as the contribution they make to their whole team effort
- Children can earn Bronze, Silver, Gold and Platinum certificates for reaching different bench marks : 50=Bronze (small prize), 100=Silver (tea party) , 200=Gold (non-uniform day), 400=Platinum (afternoon visit off-site)
- Certificates will be awarded at the end of each term for children who have reached one of these benchmarks
- Team points will be collected each week by team captains to share the progress of each team during the celebration assembly at the end of each term

## **Star Pupil Award**

- One child from each class is chosen by the class teacher / TA each week and awarded the star pupil certificate
- The Headteacher will also award a weekly star pupil certificate for one child
- Office and lunchtime staff may also award a star pupil certificate

## **Sports Council Award**

- The Year 5 Sports Council will award a certificate to a KS1 child each week for demonstrating good sportsmanship behaviour at break or lunchtimes
- A trophy will be awarded each week to a child for improved effort and attainment in PE

## **Consequences of poor behaviour**

Children are made aware that behaviour considered to be contrary to their well-being, or that of the group or school, will not be tolerated. Teachers use their professional judgement and knowledge of the needs of the child prior to consequences being imposed. A child's special needs will be taken into consideration when following the steps in the behaviour policy or writing a behaviour plan.

Our school value of forgiveness underpins this policy and as a result we encourage children to have a fresh start every day.

- If a child is behaving inappropriately, refusing to work, being rude, being disruptive etc, the child will be given a verbal warning of their inappropriate behaviour. If the behaviour continues, their peg will be moved down on the colour coded chart in the classroom. This will act as a reminder to the child that they need to improve their behaviour
- If the child improves their behaviour, their peg will be moved back up and no further action will be taken
- If the child continues to misbehave, their peg will be moved down to red
- If a child's peg is moved to red, they will miss the next playtime and their parents will be informed at the end of the day. The class teacher will keep the child in at playtime or lunchtime with a reflection activity to complete (Appendices 1 and 2). This will then be taken home with them at the end of the day to share with their parents
- Any child moving to red, must be monitored closely and positively encouraged to improve their behaviour

- As soon as the child's behaviour improves, their peg will be moved back up through the colour chart
- Following every playtime, every class teacher must be responsible to check with the staff on duty whether any issues arose with children in their own class
- Teachers will then decide whether a child's peg should be moved up or down depending on their behaviour. It is important to find out exactly what happened from each child involved before making this decision
- When a child's peg has been moved to red, this will be formally noted on the behaviour section of My Concern
- All children are encouraged and supported to move their pegs up throughout the day. Any child whose peg gets to gold will receive team points
- If a child moves to red 3 or more times in a week their behaviour will be closely monitored by the Headteacher for a period of 5 days using a report form (Appendix 3). Parents will be kept informed throughout this report period
- If a child's behaviour is aggressive, hitting or swearing, endangering themselves or others, then a member of the SLT must intervene to support the child or remove them from the situation if necessary and their peg moved to red immediately

**Internal exclusion** (the period of time to be set by the HT).

If after being on report, the child continues to behave poorly at any time, they will miss all playtimes for that period set.

- Internal Exclusion can also be issued immediately by the HT
- If missing playtime, children will be supervised in their classroom

*Covid-19 Addendum – children who are internally excluded should always be placed where they can be supervised and in line with Covid regulations. This will be agreed with the HT.*

After being on report or internal exclusion, both the child and the parents will be debriefed by the Headteacher to allow all parties to move on in a positive way.

### **Individual needs**

The School will make reasonable adjustments to the rewards, sanctions and managing strategies within this policy in order not to disadvantage children. This would apply to children with learning difficulties and disabilities and other children as their personal circumstances warrant it. This group of children may include those with diagnosed autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but children, staff and parents should be reassured that adjustments are only made when necessary in order to meet a child's individual need, and under no circumstances will there be any tolerance for extreme or violent behaviour or threat (physical or verbal).

If these consequences do not help the child to improve behaviour, parents will be invited in to consider how we can work in partnership to support the child into an improved attitude to their behaviour. The SENCO may need to be involved if there is an ongoing problem, as outside agency support may need to be engaged.

### **Fixed Term Exclusions**

The Headteacher can and will issue fixed term exclusions of between half a day to five days for extreme cases of inappropriate behaviour when all other options have been exhausted. The parents will be informed of the reason beforehand and the Local Authority and Governors notified.

*Love      Trust      Respect      Honesty      Forgiveness      Perseverance*

*Covid-19 Addendum – the Headteacher can and will issue fixed term exclusions for any child who behaves in a way that puts themselves or others in danger. Examples of these include:*

- *Deliberately or consistently breaking the Covid social distancing rules put in place by the school*
- *Deliberately or consistently refusing to comply when asked to adhere to social distancing rules*
- *Deliberate or consistent acts which may harm other pupils and staff, such as coughing, touching or spitting at other person in close proximity*

### **The Use of Reasonable Force**

Our teachers, learning support staff, midday supervisors and administrative staff may use reasonable force to prevent a child from doing, or continuing to do any of the following:

- injuring themselves or others,
- causing damage to property,
- engaging in behaviour prejudicial to maintaining good order and discipline in the school.

Staff take account of national and locally agreed procedures/recommendations, when dealing with this issue.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Parental Support**

- A member of staff will always inform parents if a child is displaying repeated inappropriate behaviour. In some cases an agreed course of action may be taken, such as a school-home diary, behaviour chart etc
- It is possible that parents may be contacted immediately following a serious incident. An immediate meeting with the Headteacher will be arranged where an agreed course of action will be decided. This action could be: exclusion from the playground for an agreed amount of time. The school will do all it can with parents in order to avoid a fixed term exclusion or even permanent exclusion. However, if the behaviour is so severe that it matches the criteria within the DfE guidelines on exclusions, this course of action will be the school's absolute last resort after following all the procedures for exclusions from these guidelines.

### **Outside Agencies:**

Any worries about a child should be discussed with the special needs coordinator (SENCO), and the Headteacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Headteacher, or as the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Cognition and Learning Service  
Educational Psychologist  
Specialist Teaching and Learning Service  
Teacher for hearing impaired  
Teacher for visually impaired  
Speech therapist  
Physiotherapist

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Pre-school advisor  
Kent Community Health NHS Trust School Health Team  
Children's Social Work Services

**Monitoring:**

In light of this policy the senior management team will continually monitor the behaviour throughout the school. After twelve months the effects of this policy will be evaluated through consultation with all the parties involved, ie children, parents, staff and governors.

Agreed changes to this policy will then be incorporated as necessary.

**Appendices**

1. Red Card Reflection Sheet Key Stage 1
2. Red Card Reflection Sheet Key Stage 2
3. Weekly Report Form

# Red Card

(KS1)

Love, Trust, Respect, Forgiveness, Generosity, Empathy

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

Why was my peg moved down to Red?



How did your behaviour make other people feel?



Looking back, what do you think you should have done?

What will you need to remember in the future?

Staff Comments:

Signature:

Date:

# Red Card

(KS2)

Love, Trust, Respect, Forgiveness, Generosity, Empathy

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

Why was my peg moved down to Red?



How did your behaviour affect others?

Looking back, what do you think you should have done?

What will you need to remember in the future?

Staff Comments:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### Red Card Report Form

Name:

Class:

Date:

| Day   | Before Break | Break | After Break | Lunchtime | Afternoon | Headteacher Comment |
|---|--------------|-------|-------------|-----------|-----------|---------------------|
| Monday  |              |       |             |           |           |                     |
| Tuesday                                       |              |       |             |           |           |                     |
| Wednesday                                     |              |       |             |           |           |                     |
| Thursday                                      |              |       |             |           |           |                     |
| Friday  |              |       |             |           |           |                     |
| <b>Review of the Week – Child’s Comments:</b> |              |       |             |           |           |                     |
| <br><br><br><br><br>                          |              |       |             |           |           |                     |
| <b>Headteacher’s Comments:</b>                |              |       |             |           |           |                     |
| <br><br><br><br><br>                          |              |       |             |           |           |                     |