



Behaviour Policy

Date Agreed:	Feb 2025
Review Date:	Feb 2027
Type of Policy:	DCAT School Policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	Sep 2022	NM KC	LGB		
2	Sept 24	NM KC			
3	Feb 25	NM KC			

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	



The aim of The March CE Primary School is for every member of the school community to feel valued and respected by promoting an environment where all feel happy, safe and secure. We are a caring community, whose values are built on mutual trust and respect. Within our school we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour. We encourage parents and carers to work with us to support children's good behaviour so that home and school are consistent in what they expect of each child. The school behaviour policy is therefore designed to support the way in which the members of the school can work together in a supportive way.

Core Beliefs and Aims

The core beliefs of The March CE Primary School are that:

- Reinforcing good behaviour, and using specific praise, helps children feel good about themselves.
- Using a positive system and celebrating success increases children's self-esteem and thus helps them to achieve more.
- Behaviour can change and every child can be successful.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.

As a Rights Respecting School, we base our policies on the following articles of the UN Convention of the Rights of the Child.

Article 28

You have the right to a good education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you to use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people.

This policy enshrines the provisions of the Government Guidance 'Ensuring Good Behaviour in Schools'. DFE 2014

Expectations

Staff at The March CE Primary School will:

- Treat each other with respect at all times, therefore providing positive role models for the children and each other.
- Support the way in which all members of this school community can work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Help children acquire self-discipline.
- Treat all children fairly and apply this policy in a consistent way.
- Refrain from unnecessary physical handling of pupils (see Positive Handling Policy)
- Teach, through the school curriculum, safeguarding, PSHCE, THRIVE*, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and



respect for self, others and the world around us.

- Support children using THRIVE* emotional and behavioural techniques and restorative approaches to behaviour management and enabling children with behaviour self-regulation
- Ensure that all children, staff and parents are aware of the school behaviour management system of 'Good to be Green'
- Always consider children's safety
- Ensure there is good communication between school and parents and keep parents up to date with their child's behaviour positive or negative

*THRIVE

THRIVE is a dynamic and developmental approach to working with vulnerable and challenging children and provides practical support for meeting their needs.

Governors Behaviour statement

We believe good behaviour enables effective learning, and that effective teaching and learning promote good behaviour. This statement is to be taken in conjunction with the school behaviour policy which is reviewed and approved annually by the governing body.

Governors also require the Headteacher to:-

- Ensure that there are specific steps to promote safe, positive behaviour, well planned and engaging lessons, student posts of responsibility and relevant training, assemblies and special events.
- Ensure that children are fully aware of what good behaviour within the community means. Children should be helped to appreciate the damage and hurt that inappropriate behaviour such as bullying (verbal and cyber), violence and substance abuse causes and be taught how to protect themselves and others from harm.
- Ensure positive behaviour of all types is rewarded and celebrated frequently to create a positive learning ethos where children feel valued and have positive role models to follow. These should be made clear in the Behaviour Policy and monitored for their effectiveness.
- Ensure staff work within the spirit of the Human Rights Act and the Disability Discrimination Act, which requires reasonable adjustments to be made when a child's learning and development are affected by a disability.
- Ensure that parents have easy access to relevant policies and that they are able to communicate easily with the school in the event of concerns.
- Ensure that the Behaviour Policy shows due regard to the School's Child protection Policy.

Positive Approach

Good behaviour arises from good relationships and from setting expectations of good behaviour.

The emphasis of the school behaviour policy is on **reward** and constructive **praise** which should be given whenever possible for both work and behaviour. We seek to lead children towards high self-esteem and self-discipline.

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise

Our whole school Positive rules are POLITE :



- **Polite** – say Good morning or Good Afternoon to each other in school and at the gate. Smile!
- **Organised** – have all your equipment in school ready for each day, waterbottles, PE Kits
- **Listen** – to each other in class and breaktimes
- **Instructions** – follow instructions by the teachers and be resilient
- **Teamwork and Tolerance** – accept that we are all different and do things differently
- **Environment** – help keep the environment tidy, we are all responsible (pick up items, class tidy award , outside)

Rewards may include:

- Verbal praise to parents about their children via notes or a call home
- Dojo points
- Stickers for effort or achievement
- Gold , Silver and Bronze pin badges
- Sending good work to other staff members for reward or praise

School Values

All children are expected to follow the school values Love Faith Forgiveness Peace Compassion

The school values are on display in the classrooms. The values are regularly referred to in worship and throughout the school day. They support the pupil understanding of 'green behaviour' expectations.

Stay on Green YR – Y6

This is the system we use to ensure **consistency** across the school.

See appendix 1 for Good to be Green Restorative Consequence Hierarchy Overview of Staff Intervention

Overview

The principle behind Good to be green is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



Green Behaviours

Staff work to promote 'green behaviours' at every opportunity.

- Class teachers discuss 'green behaviours' with their pupils and ensure that the school values and Good to be Green behaviour charts are displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.
- Each class has a Good to be Green board with a card-pocket for every child.
- All pupils have a pocket with their name on.
- All children start a new day with a green card.
- All pupils start with a green card in their pocket at the start of each day.

Consequences

In-class

- Teachers use least intrusive skills to redirect behaviour. **See Appendix 3**
- If they decide to move a child's name to the blue, yellow or red cards, they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.
- The following colours are consequences:

Blue After the **First Warning a blue card will be given as a consequence**

This provides the opportunity for a pupil to start making the right choices so they can move back to the green.
Staff look for opportunities to move pupils back to the green card.

Yellow **Second Consequence**

A record of the behaviour incident will be made on Arbor by staff member
Staff look for opportunities to move pupils back to the blue and green.

Red

- The child will spend up to 10 minutes out of their class. He/she will be sent to a buddy class with a time-out card. A record of this will be made on Arbor system by the member of staff, the SLT or FLO will be informed and the **class teacher will inform the parent**.
- A single very serious incident will result in the child being sent to the SLT (senior leadership Team) and the incident being recorded on arbor and a call to parents
- Extremely poor behaviour or bullying must be reported to the SLT (senior leadership Team) immediately. A phone call made to the parents
- **The SLT will then take one or more of the following courses of action:**
- Reflection time with the child, using restorative conversation to encourage the pupil to think of strategies to repair situation. **See Appendix 2 below**



- Asking the pupil to report back to the SLT member at the end of the day.
- A phone-call home to inform parents/ carers of the situation, any steps required for improvement and proposed strategies if there is no improvement in the pupil's behaviour.
- The parent / carer may be invited to a meeting to discuss their child's behaviour; this may include reviewing and developing pupil targets or developing an Individual Behaviour Plan/THRIVE Action Plan with SenCo/FLO/SLT
- On occasions when there is no improvement over a period of time a Behaviour Improvement plan (BIP) which result in a child spending a set time in another DCAT school (supported by a staff member). The aim of this BIP is prevent further serious incidents leading to a possible suspension or exclusion (see Exclusion Policy)
- The number of Behaviour Incident logs on arbor will be sent as a notification to the SLT so that SLT can monitor behaviour incidents.

Strategies for dealing with inappropriate behaviour

When dealing with all forms of inappropriate behaviour, teachers should follow the following guidance:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. Shouting is unnecessary unless a child's safety is in immediate danger. **See Appendix 3**

Logical consequences – A logical consequence is a sanction that should "fit" the offence.

It generally has two steps. The first step is to provide a warning and stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. The consequence needs to be timely and proportionate.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start, which is supported by 'Good to be Green'.

Closing the loop – staff will ensure that the victim and perpetrator are fully informed of the actions that have been taken and voices are heard throughout the situation. Both groups of parents **MUST** be informed.

Inclusion

Rewards and consequences may be adapted to meet the needs of specific children, for example a SEN child might receive rewards linked to specific behaviour targets. Where a child has special educational needs relating to behaviour, a Behaviour Support Plan for the pupil is developed by the SenCo in collaboration with the class teacher and shared with all adults working with the child. (See



separate SEN Policy).

We recognise that Inclusion does not mean that all children are treated in the same way, we support Individual Needs in consultation with the Parents / Carers, class teacher, FLO, SLT and SENCO. Where children are struggling to make the right behavioural choices or where a Special Educational needs or disability has been identified, support may be offer from the following agencies and teams:

- In School THRIVE assessment
- THRIVE Group- Thrive Practitioner
- School Based Behaviour Plan
- Educational Psychologist (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist School outreach service
- Community Police
- School Nurse or Community Paediatrician
- Early Help services

Recording, Monitoring and Evaluating Inappropriate Behaviour

The school keeps records of reported incidents of poor behaviour on Arbor. This allows the school to monitor the type and frequency of incidents of unacceptable behaviour. Periodically we are asked to report to the local authority data about racist or bullying incidents. When we make such reports, we report only numbers and types of incidents. All data is completely anonymous.

Suspension and Exclusion

Only the Headteacher, or acting Headteacher, can exclude or suspend a pupil from school. A permanent exclusion will be taken as a last resort. A decision to exclude a pupil will be taken only:
a) In response to serious or persistent breaches of the school's behaviour policy, and b) If allowing the pupil to remain in school would seriously harm the education or welfare of others

Please see the Exclusion Policy for further Information

Confidentiality

Teachers wishing to talk to parents after school about their child's behaviour should, where at all possible, bring them inside to have the conversation in private. At the very least, no conversation should ever take place within earshot of other parents or children as it essential to show respect and sensitivity to both parents and children. Teachers should seek the support of SLT where there are difficult situations to manage.

There may be underlying family difficulties, or child protection concerns, related to concerns about a child's behaviour and therefore, these issues must always be treated with utmost confidentiality i.e. not discussed in communal areas such as corridors or the staffroom.

Serious concerns should always be discussed with the Head or Deputy who will ensure that privacy is respected while taking appropriate action to support the child and family to improve the child's behaviour, involving other agencies where appropriate.

Beyond the School Gate

Our policy covers any inappropriate behaviour when children are:



- Taking part in any school organised or school related activity
- Travelling to or from school
- Posing a threat to another pupil or member of the public

If the behaviour is criminal, or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for the school. Taking the above into account, we expect the following:

- Good behaviour on all transport to and from school, e.g. when on educational visits or participating in learning opportunities in other schools
- Good behaviour on the way to and from school.
- Positive behaviour that does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Consequences – Off-site Behaviour

Consequences may be given for poor behaviour off the school premises that undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Consequences may be in the form of withdrawal of privileges, suspensions or in very serious cases, permanent exclusion. In issuing consequences, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Roles

The Role of School Council

As part of their duties, the School Council play an important part in deciding on activities that spread a positive message around the school. School Council members are expected to be excellent role-models of behaviour effort and values.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. (See



separate Policy for Managing Aggressive or Violent Behaviour).

If the school has to use reasonable consequences due to the negative behaviour parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, a formal complaint can be made (see Complaints Policy)

If a parent has any concerns regarding a child other than their own, they must inform school staff. Parents should never discuss, approach or confront a child (or their parent), about a school-related issue that concerns them, whether inside or outside the school gate.

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Role of the Senior Leadership Team

The Senior Leadership Team are expected to be models of excellence for other members of staff including applying the Behaviour Policy consistently at all times. The Senior Leadership Team is responsible for inducting other members of staff to ensure that the policy is understood and adhered to by all.

The Role of the Class Teacher

Class teachers are expected to be excellent role models, adhering to school expectations regarding movement around the school, lining up and being punctual.

Good classroom organisation is the key to good behaviour and the provision of a high quality curriculum through interesting and challenging activities has a positive influence on children's behaviour.

Teachers are expected to be positive and enthusiastic and to have high expectations of both learning and behaviour. Teachers should foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They should establish a calm, respectful and responsive atmosphere, avoiding shouting.

Teachers are to deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect



It is the responsibility of the class teacher to ensure that the behaviour policy is enforced in class, and that their class behaves in a responsible manner during lesson time and around school.

The Role of Support Staff

All school staff are responsible for upholding the behaviour policy. Equally, all children are expected to respect all staff in the school including support staff and supply teachers.

Support staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas while avoiding shouting.

Staff on duty at lunchtime should encourage positive play and support children to sort out difficulties in a calm manner. Time-out is used in the playground to allow children to cool off. Children are sent inside to the Head or Deputy if their behaviour is totally unacceptable or a potential danger to themselves or other children.

All Staff

All Staff must always report any behaviour incident that raises child protection concerns to the Designated child protection officer. (See Child Protection and Safeguarding policy)

The Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Legal Requirements for School Behaviour Policies

Section 88 of the Education and Inspections Act 2006 defines the responsibilities of the governing body for establishing the principles behind a behaviour policy as follows: 'Governors must make and review a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.'

The governors must have regard to national guidance.

Written by: **Head Teacher and SLT**

Approved by Governing Body

To be reviewed: **every two years**

Next review: **Spring Term 2027**



Appendix 1

Good to be Green Restorative Consequence Hierarchy Overview of Staff Intervention



Green



Blue

Pupils **MUST** be able to move up and down hierarchy. Aim is to keep pupils on green, with redirection strategies and restorative 'chat'.



Yellow

Pupils **MUST** be able to move up and down hierarchy. Aim is to keep pupils on green, with redirection strategies and restorative 'chat'. Recorded on Arbor



Red

Reflection time (10 mins)

Recorded on Arbor

If a pupil completes this reflection time successfully they are moved back to the **yellow** immediately. If not and the behaviour continues then they will receive the next steps in the consequence hierarchy. Inform parents



Reflection time with SLT Member (up to 20 mins)

Recorded on Arbor

When pupils return from an out-of-class consequence they remain on red. The teacher will look to move the pupil to the yellow as soon as possible after visit with the SLT. **Reflection time with SLT using restorative conversation** Parents informed



Appendix 2 Restorative conversations

Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

Conversation starters

I've noticed that... Can you remember when you ...(time they did this really well)...and how that made you feel?
I expect you to... Thank you for listening.

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: ***"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."***



Appendix 3 Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
<p>'It wasn't me.'</p> <p>'But they were doing the same thing.'</p> <p>'I was only...'</p> <p>'You are not being fair.'</p> <p>'It's boring.'</p> <p>'You are a ... (name calling).'</p>	<p>'I hear what you are saying...'</p> <p>'I understand...'</p> <p>'Maybe you were ... and yet ...'</p> <p>'Yes sometimes I may appear unfair...'</p> <p>'Be that as it may...'</p> <p>'I wonder if...'</p>



Appendix 4

Positive School Rules

POLITE

Polite – say Good morning or Good Afternoon to each other in school and at the gate.

Organised – have all your equipment in school ready for each day, waterbottles, Pe Kits

Listen – to each other in class and breaktimes

Instructions – follow instructions by the teachers and be resilient

Teamwork and Tolerance – accept that we are all different and do things differently

Environment – help keep the environment tidy, we are all responsible (pick up items, class tidy award , outside)



Appendix 5

Thrive PACE and VRFs **Thrive's Vital Relational Functions**

Attune

Match the child's energy using your body, face and voice
'Oh wow, I can see your face is red and your fists are clenched'

Validate

Let the child know it's OK to have the feeling
'I'm wondering if/imaging that/noticing that you might be feeling sad/cross/frightened/excited. If that had happened to me, I would feel that way too'

Contain

Be alongside as a helpful, supportive adult
'I can see this is tricky for you and I will keep you safe.' Break things down into manageable chunks
eg: 'First, we will...'

Regulate

Sooth or stimulate the child back to social engagement
'Let's breathe together until you feel calmer'

All Adults working with the Thrive Approach use PACE

P-Playfulness

Adults should be open/available/flexible/engaged/have a sense of fun/imaginative and connected

A-Acceptance

Acknowledging the child and their emotional state as being true and valid, and representing this back to them

C-Curiosity

Showing authentic interest in finding out about the child and their experience

E-Empathy

Being alongside the child without negative judgement