



# Yoxall St Peter's Cof E Primary

## Positive behaviour procedures



This policy needs to be read in conjunction with the JTMAT policies which can be found at [Policies - John Taylor Multi-Academy Trust \(jtmat.co.uk\)](http://Policies - John Taylor Multi-Academy Trust (jtmat.co.uk))

### 1 Aims and expectations

**1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school positive behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. Everyone has the right to feel happy, safe and secure and we will implement this policy to support in achieving that.

**1.2** The school has a number of school rules, but the primary aim of the positive behaviour procedures is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn, not a system to enforce rules. We want children to learn to follow rules because morally they represent the correct way to behave rather than for fear of the consequences. Part of this learning includes accepting that an individual may not always understand or agree with rules; however, they are implemented consistently and fairly for the best interests of all. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**1.3** We treat all children fairly and apply our positive behaviour procedures in a consistent way.

**1.4** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and wider world.

**1.5** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good positive behaviour, rather than merely deter anti-social behaviour. This policy operates in conjunction with the Trust's Anti-bullying Policy and the Behaviour and Attendance Policy.

### 2 Rewards and consequences

**2.1** We praise and reward children for good behaviour in a variety of ways: **See Appendix A**

**2.2** The school employs several consequences; these help to enforce the school rules and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. **See Appendix B**

**2.3** The class teacher discusses the Class Rules with each class which is displayed in each classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of behaviour that do not meet our expectation, the class teacher may discuss these with the whole class during 'circle time', or as a year group, or whole school.

**2.4** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

**2.5** All members of staff are aware of the Government advice regarding the use of reasonable force in schools. This can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Review\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Review_July_2015.pdf) Any actions taken will be in line with this advice.

### 3 The role of the class teacher / support staff

**3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced for their children throughout school, and that their class behaves in a responsible manner throughout the school day. This responsibility extends to out of school hours for visits and residential trips and also to those children who attend after-school clubs for which they are responsible.

**3.2** The class teachers / support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

**3.3** The class teacher / support staff treats each child fairly and enforces the classroom code consistently. The class teacher / support staff treats all children in their class with respect and understanding. They expect the same in return from children and parents.

**3.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from colleagues and the headteacher. **Please see Appendix B**

**3.5** The class teacher / support staff liaises with external agencies and colleagues in the Trust as necessary, to support and guide the progress of each child. The class teacher / support staff may, for example, discuss the needs of a child with the education welfare worker or LA behaviour support service.

**3.6** The class teacher reports to parents about the progress of each child in their class at parents evening and at the end of the year. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. A parent may also contact the class teacher at any time about behaviour concerns and/or progress.

## **4 The role of the headteacher**

**4.1** 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.

**4.2** 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.

**4.3** The headteacher is made aware of all serious incidents of misbehaviour which are recorded on My Concern

**4.4** The headteacher has the responsibility for giving fixed-term exclusions 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. Please see **Appendix B**

## **5 The role of parents**

**5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It can be very difficult and confusing for children when they receive mixed or inconsistent messages about standards and expectations.

**5.2** We update parents and carers when annually with school rules and behaviour expectations.

**5.3** We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour and expect the same level of communication regarding changes to home situation or other factors that may influence a child's behaviour.

**5.4** If the school must use reasonable sanctions to punish a child, 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, then the Headteacher. If the concern remains parents and carers can follow procedures set out in the Trust's complaints policy which can be found via the following link. [JTMAAT-Compliments-Comments-Complaints-Policy-December-2022.pdf](#)

## **6 The role of governors**

**6.1** The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour which reflect the school's ethos of positive behaviour and of reviewing their effectiveness. The Local Governing Body will follow the DfE and the Trust's guidelines on suspension and exclusion. The Local Governing Body support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policies but the Local Governing Body may give advice.

## **7 Fixed-term and permanent exclusions**

**7.1** We do not wish to exclude any child from school, but sometimes this may be necessary. Details regarding exclusions can be found in the Trust's behaviour policy using the following link [JTMAT-Behaviour-Policy.pdf](#) and in **Appendix B**

## **8 Confiscation of inappropriate items.**

**8.1** At Yoxall St Peter's we follow the guidelines set out in the JTMAT behaviour policy

## **9 Monitoring and review**

**9.1** The headteacher monitors the effectiveness of this policy. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

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## **Yoxall St Peter's Cof E Primary Rewards Appendix A**

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### **Reading certificates**

At the end of each half term, children are awarded a certificate for reading at home.

25 reads = gold certificate

20 reads = silver certificate

15 reads = bronze certificate

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### **TT Rockstars**

Children are awarded certificate in Merit assemblies for winning TT Rockstar battles.

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### **Pen licence**

For children who join their handwriting consistently in all subject areas they will be awarded a pen licence and a pen.

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### **Attendance**

At the end of each term children are awarded an attendance certificate for 100% attendance. Children will receive a special award if they have achieved 100% attendance for the whole year.

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### **Headteachers awards**

Children will be awarded certificates or stickers for producing outstanding pieces of work.

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### **Weekly Merit and Star Award**

Children will be awarded certificates and stickers for achieving a merit or star award.

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### **Recognition in Merit Assembly for House Points**

Each week the house with the most house points will be recognised. At the end of the year, the house with the most overall points will be awarded the House Cup and receive treat time. House points are generated from dojo points.

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### **Dojo points (Appendix E)**

dojo points are awarded when children follow the 3 rules of being ready, being respectful and being safe.

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### **Praise, smiles and positive comments 😊**

### **Fruits of the spirits stickers (Appendix F)**

Children will receive stickers for "living" these values.

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## Appendix B

**Under no circumstance will bad behaviour, bad language or inappropriate comments be tolerated within the class. If bad behaviour occurs, then various sanctions can be applied. There is no strict hierarchy of sanctions. These will depend on the circumstances and the reasons for the bad behaviour. If, for any reason a sanction cannot be applied on the same day, this will be carried forward to the next opportunity when the child is in school.**

**Sanctions may be as follows:**

- Raised voice/quiet voice
- Body language – eye contact/disapproving looks
- Discussing behaviour with individuals, groups or whole class
- Using child/children's name
- Removing privileges
- Time out – i.e. giving a child time to reflect on their behaviour
- Moving child away from other children or from the situation
- Keeping certain children apart
- Exclusion from playtime
- Mentioning the behaviour to parents

In the first instance any misbehaviour is investigated by listening to the child's or children's voices. Children in school will be assured that they will be heard before appropriate action is taken. Behaviour is recorded on Bromcom so that staff can be supported by the Leadership Team. This is monitored by the Leadership Team for trends and patterns. All inappropriate instances are reported to parents. If inappropriate behaviour continues then a meeting is arranged with parents to agree strategies and targets to implement. A behaviour diary may be initiated to monitor progress; this will be followed by a review.

### **Managing Children with Behaviour Difficulties**

In more serious cases when children find it very difficult to behave appropriately, and habitually disrupt their own education and/or that of their peers, a more structured approach is necessary to manage and improve behaviour through the use of an Individual Behaviour Management Programme (Appendix C). The class teacher may find assistance in setting targets, rewards and sanctions from the Senior leadership team and the SENCO. Support material can also be obtained from the SENCO. The strategies outlined on the IBMP will be communicated to other members of staff to ensure consistency in approach.

If monitoring evidences that there are no improvements the decision can be made to ask parents/carers to attend a meeting (see Appendix D)

### **Grounds for Suspension / Exclusion**

The principles which underline a decision to exclude a pupil from Yoxall St Peter's Primary School are as follows: -

- A need to avoid risk and danger to pupils and/or staff. The bringing into school of anything deemed to be an offensive weapon will result in the police being informed.
  - Incidents which breach the law.
  - Persistent and severe bullying.
- A single serious, major incident. In the case of a serious assault on another person occasioning injury, the Headteacher will first establish whether there are elements of self-defence or retaliation against an assault before determining the appropriate disciplinary action.
  - Constant disruption.
  - Verbal and physical abuse.
- Permanent exclusion will only be used when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The JTMAT Behaviour Policy and JTMAT Anti-Bullying Policy identify support mechanisms available to staff in their work with pupils whose behaviour is a cause for concern. If these fail to give successful results the decision to exclude may be taken, which must be lawful,

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reasonable, and fair. Whilst a single, major incident may justify suspension or exclusion, continued failure to respond to other sanctions may also arise. In such cases incidents causing concern and actions taken must be fully and accurately recorded by the Headteacher and staff concerned. If school has a concern about pupil behaviour, we will try and identify if there are any casual factors and intervene early to reduce the need for a subsequent suspension. This may lead to a multi-agency assessment that goes beyond pupil's educational need. Every effort will be made to discuss behaviour problems with parents and to seek cooperation in resolving problems before suspension or exclusion is considered for any child.

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## Appendix C

### INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN (IBMP)

<b>Name:</b>	<b>D.O.B.:</b>
<b>Class teacher:</b>	<b>Class:</b>
<b>Relevant medical information:</b>	<b>Strengths and qualities:</b>
<b>S.E.N. stage:</b>	<b>S.E.N.C.O.:</b>
<b>Parents informed (dates):</b>	<b>Other agencies:</b>

<b>Nature of behaviour difficulty:</b>
<b>Summary of supporting evidence:</b>
<b>Long term aim:</b>
<b>Behaviour targets (1-3)</b>
1.
2.
3.
<b>Rewards:</b>
<b>Sanctions:</b>
<b>Monitoring arrangements (who, what, when)</b>

## Appendix D

Present at meeting:

### Positive Behaviour Support Plan

#### Assess the situation:

<b>Who</b> is this child/young person?
<p>What are my strengths and interests?</p> <p>What is important to me?</p> <p>How do I best communicate?</p> <p>What is helpful to me?</p> <p>What is not helpful to me?</p>
<b>What</b> are the behaviours causing concern that we want to reduce?
<p>Be specific - when, how often, how do we collect data and monitor progress?</p>
<b>Why?</b> What do we think the C/YP is trying to communicate with these behaviours? What might be the function of this behaviour, is it about things or activities, attention, sensory needs, needing to escape something.
<p>What am I saying through this behaviour? "I... "</p>
<b>What is already working well?</b>
<p>When is the behaviour better?</p> <p>Can we do more of this?</p>

#### Plan - How we are going to help further?

#### Proactive Strategies:



To ensure that overall, despite these difficulties, the child/young person finds school a rewarding experience, we will:

To help the child/young person get their needs met in a constructive way, we will teach replacement behaviours – what and how?

To make the replacement behaviour more likely and to reduce the problem behaviour, we will make the following environmental changes:  
Consider wider factors such as - times of the day, predictability, choice/control, peers, adults, rules and rewards, class layout and resources, noise/crowding/light.

Other considerations (e.g. medical needs)?

### Active Strategies:

Early warning signs/behaviours. What helps to distract, re-direct me when if I am becoming heightened?

What should we avoid doing?

### Reactive Strategies:

How you can help me when my behaviours are at peak levels or I am in a crisis?

### Post Incident Support:

How you can help after a crisis has occurred?

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**Do – Next steps:**

Interventions/strategies to be put into place:
We will know we are being successful if:

**Planned Review date:**

**Completed by:**

**Date:**

**Review:**

Progress seen:
What has worked/not worked?
What have we learnt?
What will we do differently or additionally?



**Implement and/or re-plan**

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## Appendix E

At Yoxall St Peter's Primary School, we are...



# READY

LOOK



LISTEN



ASK



ANSWER



NOD



# RESPECTFUL

TREAT OTHERS AS YOU WISH TO BE TREATED

THE GOLDEN RULE

# SAFE

LISTEN  
to others

KIND  
HANDS

KIND  
FEET









KIND  
WORDS

STOP  
An icon of a hand with the index finger pointing up, representing the 'STOP' step.

## Appendix F



### Fruit of the Spirit AWARD

Love 	Joy 	Peace 
Patience 	Kindness 	Goodness 
Faithfulness 	Gentleness 	Self-Control 