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| Promoting Positive Behaviour Policy |  |
| DATE OF ADOPTION: September 2025 | |
| DATE OF NEXT REVIEW: September 2026 | |
| TO BE REVIEWED BY: Full Governing Board | |

DECOY VALUES

“Inspiring Positive Futures”

We are respectful.

We are aspirational.

We are curious.

We are inclusive.

At Decoy Primary School, we believe that good behaviour is promoted by a clear school policy which reflects a caring and sympathetic attitude to pupils and a clear approach to positive behaviour management.

To help ensure that teaching and learning are effective and that children are safe and happy throughout the school, Decoy Primary supports a partnership between school, pupils and parents/carers based upon the following entitlements and responsibilities. The school will share the Promoting Positive Behaviour policy with the school community each year.

Children are entitled to -

- To be treated with respect and feel valued
- To feel safe and happy in school
- Have a voice and be heard
- Know the school has the highest expectations of their potential in all areas
- A fair, consistent, calm approach to discipline
- To have their individual needs met
- Learn in a calm and respectful environment

Guidelines for children's responsibilities:

- Allow others to learn and the teacher to teach
- Treat others with respect
- Follow the school's values
- Be honest about their behaviour

Parents/carers are entitled to -

- Be treated with respect and feel valued
- Effective communication about their child(ren)
- Know the school has the highest expectations of their child's potential in all areas
- Know their child will be safe
- Raise their concerns and be listened to
- Confidentiality

Guidelines for parent responsibilities -

- to work positively with the school to meet the children's needs
- to maintain open communication with the school
- to maintain confidentiality
- to ensure their child is ready to learn
- to respect and promote the school's values and behaviour expectations

Staff are entitled to -

- be treated with respect and feel valued
- feel safe and supported
- be able to teach in a calm and respectful environment
- be informed of individual pupil's needs

Guidelines for staff responsibilities

- to ensure pupils feel safe and cared for
- to liaise effectively with parents/staff and ensure good communication
- to create a positive learning environment with clear expectations and boundaries
- to act in a fair way
- to recognise and value positive behaviours
- to plan and deliver a varied curriculum to engage all pupils

We recognise that we all work best in an atmosphere of order, fairness and good humour, where everyone is entitled to guidance, safety, co-operation and respect. We expect that all staff will support this policy and ensure consistent application and expectations across the school day.

Rewards and Recognition

A positive approach to behaviour underpins all we do at Decoy School – fostering self-esteem in each child. Positive consequences are motivating and consistent reinforcement of good behaviour is important in our school.

The school acknowledges all the efforts and achievements of children both in and out of school. Praise and rewards/recognition may be for an individual pupil, whole class or year group.

Examples of rewards and recognition include:

- Non-verbal (thumbs up, smile etc.)
- Awarding special responsibilities
- Verbal feedback
- Sharing with other children and/or staff as well as parents where necessary
- Written feedback and comments
- Stickers
- Visual displays in class
- Personal reward charts (not for public display)

- Dojo points
- AR Class of the Week (KS2)
- Maths assemblies
- Informal/formal contact with parents via note, ClassDojo, telephone call or face-to-face
- Class based nomination for 'Star of the week' and also a 'Class of the Week' – to be awarded in Friday Celebration Assemblies as well as the recognition of out of school achievements (music, sport, art etc.)
- Termly Headteacher Awards

Consequences for unacceptable behaviour

These will be shared with the children by class teacher as necessary and reinforced when required.

The class teacher discusses the school's values and expectations with each class as necessary and will agree and discuss their own class rules to underpin the school values. Class rules have a positive focus clarifying what everyone 'will' rather than 'won't' do.

Care is taken at every stage to ensure that pupils have the chance to put forward their point of view and perceived injustices explained or corrected. Pupils are encouraged to seek their own solutions under the guidance of staff members.

| Stage | Consequence |
|-------|--|
| 1 | Clear repetition of expectations Speak to the pupil about behaviour (if possible this should be away from the rest of the class or group if necessary in the circumstances) |
| 2 | Verbal warning – this will be recorded discreetly by the class teacher but not displayed on the board |
| 3 / 4 | Time out – child is moved to work within another area within the classroom or to another classroom – with supervision. This should be the adjacent classroom in the first instance (same year group), then another class. During break time, the child may be asked to stay with the member of staff on duty or stay with the class teacher. |
| 3 / 4 | Child is reminded that if their behaviour persists, they will lose part or all of their break time as appropriate. Eg. During break time, the child may be asked to stay in the classroom with the class teacher or TA. |
| 5 | Loss of privilege – child may miss part or all of break time/lunchtime (supervised within the classroom and/or the Reflection Room). |
| 6 | Informal contact with home (by teacher) * if persistent/necessary |
| 7 | Pupil meeting with Headteacher/Deputy Headteacher – this may also include a visit from the Headteacher or Deputy Headteacher to the child's classroom. |
| 8 | Formal contact with home |
| 9 | Internal exclusion – a child is removed from their classroom and being with their peers for an agreed time. |
| 10 | Fixed term suspension – the Headteacher, or member of staff deputising in her absence, may temporarily exclude a pupil from school for one or more days in line with statutory guidance |
| 11 | Permanent exclusion – statutory guidelines will be followed. |

*This may take place at any stage and on more than one occasion.

NB: This is a suggested hierarchy for a planned approach, but if necessary, certain stages may be missed depending on the severity and/or frequency of the behaviour. Additionally, steps 6, 7 and 8 may be carried out in a different order if required; this should be

based around context of the particular situation. In all circumstances, it is important that staff are proactive in dealing with behaviour and preempt potentially disruptive incidents before they arise, where possible.

Relational Support Plans and/or Behaviour Monitoring Card

Our Promoting Positive Behaviour Policy should work for all children but we recognise that some children require additional support. Some pupils may benefit from a Relational Support Plan (RSP) or a Behaviour Monitoring Card and these are created with the child's best interests in mind.

RSPs will clearly define behaviours, triggers and responses/strategies and outline emergency procedure to enable staff to deal effectively with ongoing challenging behaviours. The plan will identify early warning signs and include proactive and reactive strategies.

Relational Support Plans will:

- meet the pupils' needs
- encourage the pupils to make positive choices and develop self-control
- support the pupils in difficult/challenging situations
- safely manage crises if and when they occur
- support staff to be consistent in their approach to managing behaviour

Behaviour Monitoring Cards will:

- monitor behaviour over an agreed period of time (minimum 1 week)
- be checked by the class teacher at the end of each day as a moment of reflection with child
- be signed by a parent/carer each evening
- be monitored by the Headteacher/Deputy Head at the end of each week where the overall week will be discussed with the child as well as targets being set for the following if appropriate. If necessary, conversations with the child's parents/carers may take place at this stage.
- be tailored to a child's age and/or individual needs

NB: The Headteacher/Deputy Head will decide when a Behaviour Monitoring Card process will come to an end. Parents/Carers, as well as the child, will be informed at this time; this will include the reasons behind the decision.

- All RSPs and BMCs will be formally agreed by SLT and where appropriate, shared with and signed by parents/carers.
- These plans will help to ensure that early and proactive intervention strategies become embedded within the daily approach.

Rate My Play Charts

We recognise that the behaviour of some children can impact others. Some children feel more confident than others to express this or can have a negative outlook on their playtime experiences. Where pupils need help to find their voice or become more reflective (and hopefully more positive) about their play experiences, 'Rate My Play Charts' can be used.

Rate My Play Charts will:

- Be confidential between teacher and child (parents and other teachers may see these but not other children).
- Give children the chance to inform their teacher about their break time experience through colour codes or smiley faces (For example: Green – Good, Orange – OK but I need a check-in, Red – Unhappy - I need to talk to someone).
- Give children the opportunity to reflect, with the help of their class teacher or other staff member, on their playtime experiences.
- Be used as a way to follow up poor behaviour choices by other children
- Be shared with parents if necessary

Behaviour and Discipline in schools 2016

The Department for Education issued advice to schools on the use of the following rights and responsibilities.

Screening and Searching pupils

There are two sets of legal provisions, which enable school staff to search for and confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The power to use reasonable force and other physical contact

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Where physical restraint/positive handling takes place, a positive handling form should be completed by the relevant member of staff and uploaded into CPOMs.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Recording/Reporting

Behaviour incidents are recorded by the teacher or teaching assistant on CPOMs. For more serious incidents where the senior leadership team are involved they may contribute to the records.

The majority of behaviour incidents will be dealt with appropriately in the classroom by the class staff and/or recorded on CPOMs. However, some incidents require additional records due to the nature of the incident such as prejudicial related incidents.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body reviews this policy. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

ANTI-BULLYING POLICY – please see separate policy

The following documents are used in support of this policy:

Reflection Procedures

Code of Conduct for Parents/Carers

Relational Support Plans

Behaviour Monitoring Charts

Rate My Play Chart