Positive Behaviour Management Policy

Approved by Governors: Spring 2026

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Reviewed every year

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Introduction

This document details our Federation policy regarding discipline and behaviour. It is closely linked to our Federation Anti-Bullying Policy. It has been written in consultation with pupils, parents, staff and governors. 'Parents' include carers all those with parental responsibility.

Rationale

Everyone within the federation has the right to feel welcome, secure and able to learn. We wish to promote environments where everyone can work together safely, happily and productively. All staff have a responsibility to expect and maintain the highest possible standards of behaviour throughout our federation.

Pupils within the Federation have certain RIGHTS:

1. A safety right – to feel safe in the classroom, playground and all areas of the school.
2. A learning right – to learn in a stimulating and secure learning environment without interference from others.
3. A treatment right – to be treated with respect by other children and adults regardless of differences in race, culture, religion or sex.
4. A communication right – to express themselves in a reasonable manner, to share their ideas and opinions and ask questions and to know their opinions are valued.

Pupils within the Federation have certain RESPONSIBILITIES:

- to be responsible for the way they behave.
- to respect the rights of others and to follow class and school rules.
- to be aware that good behaviour is expected and rewarded but that there are consequences for infringing upon the rights of others.

Policy in Action

Our Positive Behaviour Management Policy operates on the principle of 'To make our school a happy place…'

<u>As special recognition</u>…(Rewards)

Children with positive self-image are more likely to be able to develop good relationships and interact with others in a positive and co-operative manner. Catching children 'being good'

and praising accordingly reinforces appropriate behaviour which can be used as a good example for others. All children are capable of behaving in an acceptable way and individuals must develop responsibility for their own actions. They must learn to make good choices regarding their behaviour.

Be like our Superheroes ...(Rules)

Pupils are expected to accept and learn what is considered right and wrong within the school environment. Recognition of unacceptable behaviour is seen as a learning process where pupils begin to understand the need to adapt their behaviour when it has been deemed inappropriate. A simple set of guidelines, based on our positive learning behaviours, provides the school community with appropriate guidance for our expectations of pupil behaviour.

When things go wrong...(Consequences)

Our policy is devised to help children learn appropriate behaviour patterns. Pupils are initially reminded of the guideline which they have broken before proceeding with any consequence. Unacceptable behaviour will initially be dealt with by the class teacher or the person on duty at playtime. The Executive Headteacher or Deputy Headteacher will be consulted if necessary. The behaviour will be discussed with the child using the chart if necessary. Consequences will be applied and a reflection log will be completed, if deemed appropriate.

Minor misdemeanours are not generally reported to parents. However, if behaviour is of a serious or persistent nature, parents will be informed. We aim to work in partnership with parents to promote positive and appropriate behaviour in school. Ultimately, the most serious sanction is an internal exclusion.

Children 'beyond'

All children will be expected to conform to the Positive Behaviour Policy but a very few children with exceptional behaviour problems do not readily respond to normal sanctions and will need further adaptation, e.g. use of short term targets, behaviour support plans, session by session monitoring, time with the therapy dog. All children have access to the Pastoral Lead who supports children who need individual behaviour support or emotional intervention.

For a very serious breach of school discipline (physical or verbal assault or serious disruptive behaviour) then, as a last resort, exclusion will be used in line with NCC policy and

recommendations. If practical, an internal exclusion to the Blue Room at Great Ellingham School will be considered. If this is impractical, or the child is unlikely to cooperate with it, then a fixed term exclusion of one to five days will be considered. The length of exclusions may escalate if incidents are repeated. Work will be set and marked during the course of exclusion. The parent is responsible for collecting work, supervising its completion and returning it to school.

For extremely serious or repeated serious incidents a permanent exclusion will be given. In the case of exclusion appeals, a Governors' Disciplinary Panel may be convened. Attempts will be made to work with external services to convert a permanent exclusion into a managed move for a fresh start in another school. Serious incidents which are breaches of certain policies e.g. Drugs Policy, will lead to fixed or permanent exclusion.

Physical Intervention

Physical intervention is avoided wherever possible. However, the legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or seriously damaging property, and to maintain good order in the classroom. A child may be guided and escorted from a room or to another part of the school building if they are refusing to follow instructions willingly. Staff in school have the power to use reasonable force or make other physical contact. This will follow the safe practices as outlined in Norfolk Steps training, which all staff receive on a 3 yearly basis.

Touch

The school allows a member of staff to guide, touch, support or prompt children in appropriate ways at appropriate times, including if the child requires personal care (see Intimate Care Policy), assistance with writing, eating, dressing, etc.

If a child hugs a member of staff, a '*supportive hug*' must be encouraged. This is a sideways on hug, with the adult putting their hands on the child's shoulders. A child should be discouraged from over-use of hugs and use another means of contact and attention, e.g. a 'high five' greeting.

Children (especially younger children) sometimes enjoy being able to hold hands with adults. This is perfectly acceptable when the hand holding is compliant. Hand holding must not be used to pull a child along (as this is restraint). Children can also be encouraged to wrap their hand around the adult's lower arm. It is generally deemed appropriate to touch others on the upper arm. Very young children may wish to sit on an adult's laps for comfort. Over time, and as they become older, this should be discouraged and the child asked to sit next to the adult.

If any incident occurs which a member of staff feels does not conform to the advice in this Policy, it should be recorded and passed to the Executive Headteacher/ Deputy Head/DSL, in line with the Federation Safeguarding Policy 2022.

Power to search

School staff may search without consent (school bags, etc.) for weapons, knives, alcohol, illegal drugs and stolen items. Weapons and knives must always be handed over to the police. Staff may request that a pupil empties their bags to look for items. Children should follow such reasonable requests.

A member of staff may confiscate, retain or arrange suitable removal or disposal of pupil's property as a consequence. The law protects staff from liability for damage to, or loss of, any confiscated items. Usually, items are returned to the pupil at the end of the school day or returned direct to the parent, if appropriate.

Staff should adhere to the Safer Working Practices Document (shared at safeguarding training meetings) and also the current Federation Safeguarding Policy.

Multi-agency

Where a child regularly needs disciplinary intervention and presents a greater challenge than is usual, the school must consider whether a multi-agency approach is needed to meet the child's needs. This is particularly important to consider if the child holds an EHCP, has a social worker or is a Looked After Child. This policy also acknowledges the schools' legal duties under the Equality Act 2010 and in respect of pupils with SEN.

Safeguarding

The school should also consider whether a child presenting behaviour issues is at risk of significant harm and follow the current Federation Safeguarding Policy.

Behaviour beyond the school gate

This policy also covers undesirable behaviour beyond the school gate when the child is:

- taking part in any school-organised or school-related activity,
- travelling to or from school,
- wearing school uniform,
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, including via the internet, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the Federation,
- poses a threat to another pupil or member of the public,
- could adversely affect the reputation of the Federation.

The school should notify the police if behaviour poses a serious criminal threat. It should also consider whether the child is at risk of significant harm and follow the current Federation Safeguarding Policy. The pupil can be disciplined under this policy for incidents outside school. The parent should be informed of any sanctions given.

Support for staff

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body and Executive Headteacher will draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support that school staff can expect to receive if they are accused of misusing their powers.

Any pupil who is found to have made malicious accusations against school staff will be dealt with as having made a very serious breach of discipline and consequences may include exclusion. The Federation Safeguarding Policy will be followed.

Appendices

1. Positive Behaviour Chart (example)
2. General school rules
3. Classroom Values

Appendix 1

Positive Behaviour Chart

To make our school a happy place…

Be like our Superheroes …	As special recognition…	When things go wrong…
• Be calm, pleasant and polite. • Listen to and follow instructions. • Focus on learning. • Consider others' feelings. • Keep safe. • Move around school quietly and sensibly. • Look after our own equipment and clothing. • Allow others to learn • Listen when others are speaking. • Always do our best. • Respect school property.	• Verbal and written praise. • Team points. • Golden time. • Certificates in Award Assembly. • Executive Headteacher Proud Cloud	• Verbal warning. • Loss of playtimes. • Loss of golden time. • Sent to Mrs Dekker or Miss Blake • Intervention from Miss Caie • Parent contacted.

Appendix 2

General Rules

1. Children should move about the school sensibly and quietly, taking care to avoid hurting themselves or others. This includes entering and leaving the school.
2. In all areas of the school where learning activities are taking place, the level of noise must be reasonable and appropriate to the task.
3. Children to speak to adults and other children in a respectful and considerate manner.
4. All school equipment should be treated with respect.
5. Other children's property should be respected.
6. Physically hurting another pupil is not acceptable.
7. Inappropriate behaviour includes threatening, shouting and inappropriate language.
8. Behaviour that can be construed as bullying is not acceptable (see Bullying Policy).
9. Children are expected to wear school uniform and to avoid inappropriate clothing and footwear, e.g. shoes with raised heels that might prove hazardous on the playground.
10. Jewellery should not be worn at school. In the case of children with pierced ears, earrings should be restricted to studs. These must be removed by the child for PE or covered with micro pore tape.
11. All long hair should be tied back.
12. Nail varnish should not be worn in school.

Outdoor rules

1. When playing games, particularly ball games, children should be aware of the safety of others and show consideration.
2. Children should show respect for the games of others.
3. At times, certain play items that are currently popular may be considered inappropriate and pupils are requested not to bring them to school.
4. Children must follow the instructions of teachers and midday supervisory assistants on duty concerning behaviour in the playground.
5. At break and lunchtimes children should not go inside the building without permission from a member of staff.

As far as possible rules should be promoted in a positive way and children praised and encouraged for efforts to improve their behaviour.

Appendix 3

Class Values

Our aim is to promote positive, appropriate behaviour in our pupils which will enable them to develop self-discipline. Behaviour in the classroom should be of a standard that allows for high standards of quality learning to occur.

Each class has systems in place that support pupils' positive behaviour and decision making. The systems are in place to affirm positive behaviour.

Strategies should include the following:

- Establishing a pleasing and functional classroom
- Well prepared and appropriate materials
- Well planned, interesting lessons with appropriate differentiation
- Appropriate seating arrangements
- Very clear routines
- Very clear expectations for learning
- Very clear expectations for behaviour
- Affirmation of positive behaviour
- Praise good behaviour "I like the way you…."
- Tactically ignore inappropriate behaviour
- Simple instructions using please and thank you
- Rule reminder
- Simple either /or choices. Encourage pupils to make a good choice
- Consequences made clear