



Markyate Village School and Nursery

Positive Behaviour Policy 2024

<u>Staff Responsible for Review</u> Headteacher, Senior Leadership Team	
<u>Last Review</u> November 2024	<u>Date of Next Review</u> November 2026
<u>Approved by Governing Body</u> February 2025	<u>Review Cycle</u> 2 years

1. Purpose and Aims

The purpose of the school's Positive Behaviour Policy is to promote an environment where everyone can live and work together in a supportive way and children can reach their full potential emotionally, socially, spiritually and intellectually. Our belief in therapeutic approaches to behaviour is reflected in our policy. It is underpinned by our [school ethos and values](#), our Golden Rules (Appendix 1) and the British Values. We all - school staff, children, governors and parents – work collaboratively to achieve valued behaviour.

Our Positive Behaviour Policy aims:

- to maintain, encourage and promote valued behaviour and reduce detrimental behaviour through planned responses to build our sense of community by being welcoming and inclusive
- to have agreed rewards and consequences to support our policy and practice
- to have a consistent and supportive approach across the school
- to proactively promote behaviour that enables all children to achieve their potential and develop socially, academically and personally
- to build internalised discipline in our learners so that the need for external discipline is reduced
- to promote the right of every person to work and learn in a safe environment where positive social, emotional and behavioural skills can be practised

2. Our Expectations

At Markyate Village School and Nursery we expect valued behaviour from everyone in our school community. We expect everyone to be respectful towards each other by listening, following instructions and always trying our best. We all (adults and children) have a key involvement as role models to maintain valued behaviour in school. Ambassadors, Sports Captains and Prefects are examples of how children can promote this responsibility. Through Quality First Teaching strategies, our staff provide inspiring teaching and learning opportunities to engage all children. Valued learning behaviour is taught and modelled explicitly across the school curriculum.

Partnership between school and home is essential in promoting valued behaviour. Parents will be continually involved in supporting the school with their child's behaviour.

3. Our Policy

Valued behaviour

In our school, valued behaviour means helping and supporting other people because you believe that their feelings and experiences are important. It includes behaviours such as helping, sharing, comforting, being empathetic and protecting others from harm. When children improve their valued behaviours, benefits flow through to their learning, behaviour and wellbeing outcomes. Staff respond to valued behaviour by affirmation and measured praise. Staff model and demonstrate valued behaviours (both to children and to each other) by being positive, helpful, kind and accepting of diversity.

We believe in the positive reinforcement of valued behaviour, with the aim of supporting children to develop an intrinsic motivation to do the right thing. Valued behaviour and attitudes are rewarded in the following ways:

- verbal praise in the moment
- stickers
- responsibilities, e.g. helping peers, monitors, buddies etc.
- Ready to Learn (100 square) – classes work to achieve 5 class targets each day and once 100 are achieved, classes vote for a reward, e.g. additional break time, own clothes day, bring in a teddy etc.

- class Board of Brilliance – notes/information to celebrate good work or behaviour is displayed on the class board to recognise the achievement of children. Work is sent home at the end of the week so that it can be shared with parents
- showing good work to the SLT or Headteacher
- communication with parents to praise positive behaviour, work, effort or citizenship – this may take the form of a conversation, an email, a Good News note home etc.
- showing good work in Celebration Assemblies - children on the Praise Bench may bring work to share and the pupil and class teacher will explain this to the assembly
- Golden Mentions in Celebration Assembly – this is a mention for children who have been noticed doing something exceptional linked to the Golden Rules
- Golden Ticket – one child is chosen by their teacher every fortnight. This might be for work or behaviour. This is shared with the Headteacher and children are given a special pencil. The names of children receiving this reward are shared in the school newsletter
- Headteacher Award – these are given to children for excellent work or behaviour
- earning their class pin (value) – children work towards 3 step certificates and receive their pin in Celebration Assembly along with their 3rd certificate. Parents are invited to attend the assembly to see their child receive their pin
- earning the school gold pin – this is given to children displaying exceptional ambassadorship

NB – Teachers may personalise rewards for their own classes in line with current targets or class aims, e.g. Pebbles in a jar, Golden Path etc.

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, are routinely trained to ensure that procedures are carried out consistently. The children will be expected to respectfully keep to the school rules in the playground. Praise for positive behaviour in the playground is as effective as in the classroom.

Relationships

We recognise the importance of creating positive relationships and knowing our children as individuals. Staff are encouraged to build caring and empathetic relationships to create sustained helpful feelings within our children. This is achieved through daily, positive interactions with all members of our school community as well as specific activities such as assemblies, extra-curricular clubs, house activities etc.

Positive phrasing

We disempower difficult behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language. Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. It is often beneficial to support a positive phrase with 'thank you' as this suggests you expect the child to comply.

Supporting All Learners

Low level behaviour issues may cause disruption to some lessons. Among others, these detrimental behaviours may include: talking unnecessarily; shouting out without permission or interrupting people; not starting work when told to; showing a lack of respect for teachers and/or peers; not having the correct equipment; answering back. Staff should respond to these low-level detrimental behaviours by aiming to understand the underlying reason for the behaviour by talking to and assessing the needs of the child. For example, are there underlying learning or emotional needs that are not being met?

Some responses to low level detrimental behaviour might be:

- clearly establishing class/school rules and reiterating these
- ensuring that 'logical consequences' are given e.g. If a child is messy, the consequence is tidying; if a child is chatting to a friend, the consequence is moving them away from that friend
- affirming, recognising and clearly describing behaviour which meets expectations e.g. 'I can see that _ is ready to learn because they have their equipment ready and they are looking at me'

Persistent low-level detrimental behaviour may need a more escalated/individualised response.

Detrimental behaviour

The explanations of detrimental behaviour below are in addition to the low-level detrimental behaviour which are mentioned above.

Detrimental behaviour includes difficult or dangerous behaviour that causes harm to an individual, a group or to the environment. The behaviour may cause alarm, harassment, injury or distress. This behaviour violates the rights of others. In school, all children have a right to learn in a safe environment. Detrimental behaviour includes physical aggression, verbal aggression, damaging property and being unsafe.

While our school's ethos is to always look for the positive and acknowledge where valued behaviour is taking place (using Quality First Teaching strategies for managing behaviour such as praising the desired behaviour in the classroom), we have systems in place to support children who don't respond to these strategies.

The teacher would use the following to ensure learning is optimised for all learners:

- a non-verbal reminder of expectations
- a verbal reminder of desired behaviour (linked to the Golden Rules)
- repositioning the child's working space

If detrimental behaviour persists, next steps are listed below. When any of the following consequences are used, the school behaviour log will be completed and communication will be made with parents:

- a time out from class or break
- a request that work be completed outside of lesson time (this could be during a break time or at home)
- time with the relevant adult (teacher or SLT depending on the situation) during break or lunch time in order to discuss and support where things may have gone wrong.

When low level disruption is persistent (approximately 3 recordings in the behaviour log within a fortnight), a formal communication/meeting with parents will be arranged in the form of an email, phone call or face to face meeting. This will be recorded on the school system (CPOMS).

Unforeseeable Behaviour

Some behaviours are unforeseeable and are, therefore, not covered by this policy. They may have never been previously experienced or may be so historic that we believed that they would not recur.

Any behaviour of this nature should immediately be reported to the Headteacher who is then responsible for taking action.

For **isolated incidents** which might include dangerous or abusive behaviour, or for persistent detrimental behaviour, when the above strategies are not successful, then the following consequences will be considered:

- refer the child to a senior member of staff
- agree a behaviour plan with child and parents
- internal exclusion
- part-time timetable
- fixed term suspensions
- permanent exclusion

Internal exclusions, fixed term suspensions and permanent exclusions can only be issued by the Headteacher, in agreement with the Chair of Governors.

Exclusions

Staff at Markyate Primary School believe that children should remain in full time education and exclusion, whether fixed term or permanent, will only be used as a last resort. Exclusion will only be used when it is felt that the school can no longer provide a safe environment for either the child or others and will follow the Hertfordshire guidance. When a child is excluded from school the most up to date guidelines issued by Herts County will be followed – further information referring to these guidelines is available in school. At all times school ensures it follows the DfE document 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017' or the most up to date guidance. School will consider and use permanent exclusion if the circumstances suggest that it is appropriate based on the guidance from Herts County Council and the DfE document 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017' or the most up to date guidance.

4. Roles

All school stakeholders have a role in setting high expectations for conduct in school and managing processes to ensure issues are dealt with quickly, fairly and accurately. The rights and responsibilities of staff, parents and children are set out in Appendix 2.

All staff should:

- implement the school Positive Behaviour Policy consistently throughout the school by setting the standards of behaviour
- provide an opportunity for children to reflect on their behaviour in a timely way
- give opportunities to children to develop interpersonal and social skills
- consistently follow the school system for rewarding valued behaviour
- consistently follow the school system for recording, monitoring or dealing with detrimental behaviour (class behaviour log)
- inform parents about their child's welfare or behaviour and work alongside parents
- be aware of and understand the rights and responsibilities of all stake holders (see Appendix 2)
- use a red triangle to communicate with SLT when behaviour is dangerous and urgent support is required
- treat all children as equals, irrespective of gender, race or religion. It is important that the children see and feel that the actions of staff are fair
- be alert to signs of bullying and racial harassment and encourage children to be the same (see Anti-Bullying Policy)
- deal with detrimental behaviour immediately wherever possible, especially minor misdemeanours
- follow the principles of Restorative Practice to address and repair harm, and to maintain a goal of positive behaviour for all children. This includes using prompts when discussing an incident with a child such as:
 - What happened?
 - Who was involved?
 - How were you feeling?
 - How do you think the other person/people feel now?
 - What do you need to do to put it right?
 - Do you feel that it has been resolved fully?

The role of the school leaders:

- support staff in the implementation of the school Positive Behaviour Policy, including communication with families
- ensure staff follow reporting procedures to record incidents of behaviour (behaviour log or CPOMS)
- report to Governors, when requested, on the effectiveness of the policy
- provide Governors with statistics relating to behaviour (for example number of suspensions, exclusions, racial incidents, homophobic incidents and bullying incidents)

- ensure the health, safety and welfare of all children in the school
- communicate with parents/carers when necessary
- be aware of and understand his/her rights and responsibilities (see Appendix 2)
- support teachers with positive behaviour management strategies, using outside agencies if appropriate
- SENCO to support teachers in creating a Risk Reduction Plan to ensure the school is meeting the needs of all children
- discuss strategies with parents whose children are at risk of exclusion, this may include temporarily putting a child on a part-time timetable
- the Headteacher or a member of the SLT will be on duty during lunch break
- liaise with local agencies, such as DESC (Dacorum Education Support Centre)

The role of the Governing Body

- support the school in the implementation of the Positive Behaviour Policy
- give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions
- review the effectiveness of the policy
- ask the Headteacher to report on analysis of the behaviour logs
- be notified of fixed term suspensions
- take part in Governor exclusion training as required
- agree permanent exclusions with the Headteacher prior to issuing them (Chair of Governors)

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for dangerous or persistent detrimental behaviours which prevent learning opportunities for themselves or others. The Headteacher may permanently exclude a child in response to a serious one-off breach or persistent breaches of the school's Positive Behaviour Policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. This action is only taken when there is agreement with the Chair of Governors.

Behaviour of Parents and Carers

If a parent's behaviour is considered aggressive or offensive by staff, the Headteacher may ask that parent to immediately leave the school grounds. If the Headteacher feels that the parent's behaviour is serious, he/she may notify the parent in writing of their exclusion from the school grounds for a period of time. The Headteacher will then invite the parent for a meeting, with a representative from the Governing Body, in order to restore communication and a positive working relationship.

5. Identification of Presenting Needs

We are an inclusive school and have high expectations for all children. Some children, including those with SEND who have specific needs relating to behaviour, may find it difficult to follow the Golden Rules at all times. Individual strategies will therefore need to be implemented to support them to adhere to the school's Golden Rules. Please refer to our [SEND information report](#) on our website for more information about how we support our pupils with SEND and their families.

Most children demonstrate valued behaviour. However, there are some children, including those with SEND, for whom the sequence of response to an adult may not be suitable and therefore reasonable adjustments will be made. These children may require an Individual Risk Reduction Plan to formalise strategies that are different from the general policy. This could be because their behaviours are becoming difficult or dangerous. Teachers are trained in the local authority Therapeutic Thinking approach, which uses a Graduated Response Plan to help teachers identify possible reasons for detrimental behaviour and provide Early Help. Early Help includes:

- Therapeutic Tree - this is an analysis tool to understand how feelings are affecting behaviours
- Anxiety Mapping - to predict and prevent escalation
- De-escalation script – to be used by staff to de-escalate (calm) situations
- Individualised scripts – these are to be used by all staff with specific children in specific situations to ensure a consistent approach as specified in the child's Risk Reduction Plan
- Educational consequence - this must be appropriate to the incident and individual and must be logical, purposeful and meaningful
- Protective consequence - this may be necessary to manage harm. This could include an increased staff ratio, limited access to outdoor space, being escorted in social situations, differentiated teaching space or exclusion from an area of the school

6. Monitoring and Evaluating

The effectiveness of this policy will be regularly monitored by the Headteacher, SLT, staff and Governors.

Monitoring of behaviour in school takes place in a number of ways, including short questionnaires by children, staff and parents/carers, School Council feedback, statistical data or classroom observation. The school records incidents of behaviours of concern on CPOMS and in class behaviour logs. The CPOMS system is monitored by the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) on a daily basis and actions may be taken in order to support children, staff and / or parents as deemed necessary. The DSL Team meets on a weekly basis to review how children are behaving in school and monitor the actions that are put in place.

School Leaders will monitor behaviour logs on a half termly basis or more frequently if necessary. They will report concern to the Headteacher so that appropriate actions can be put in place.

The Headteacher provides a termly report to the Full Governing Board on pupil behaviour in school, actions taken by staff and the involvement of professionals.

7. Trips, Events and Clubs

Risk assessments are carried out by staff prior to all school trips to ensure that arrangements can be put in place to keep all children safe while off-site. If arrangements cannot be adequately put in place by staff (working with a host organisation or through travel arrangements) to keep a child safe, the school will offer an alternative provision to a child(ren), but this will be discussed with the parent / carer, child and professionals as needed, so that the best learning provision can be provided.

Parents have the right to withdraw their child from an external school trip. In this case, alternative learning will be provided at school by staff during the trip.

If children are deemed to put themselves in danger during a trip, the lead member of staff will assess the situation in line with the school's Positive Behaviour Policy and may consider it necessary, in the first instance, to contact a parent/carers to discuss the situation and make appropriate arrangements to ensure the safety of all concerned.

The school reserves the right at any time to sit a child out of an activity or withdraw a child from a trip if they are involved in behaviour, which staff consider to be:

- dangerous
- causes harm or distress to themselves or to others
- fails to comply with rules of a host organisation, e.g. rules at an external sports event or at an off-site location such as a museum

In the case of a child exhibiting dangerous or harmful behaviours, or failing to following rules during a residential trip that leads staff to have concerns regarding safety, the trip lead member of staff will consider:

- in the first instance remind the child of the rules for behaviour and expect an immediate improvement from the child
- if behaviours of concern continue, a warning will be given to the child

- if behaviours of concern continue, the lead member of staff will contact the parent or carer to share their concerns; ask the parent or carer to talk to the child by phone; make the parent or carer aware that they may need to make arrangements for collecting the child if behaviour does not improve
- if behaviours of concern continue, the lead member of staff will contact the parent or carer to collect their child from the site within a reasonable time limit (i.e. no longer than 3 hours from the time of the phone call)
- the school's Positive Behaviour Policy is followed by staff on a trip in the same way as in school. Serious breaches of the Positive Behaviour Policy may lead to an exclusion. The decision to exclude a child is made by the Headteacher.

8. Managing behaviour outside the school premises

Schools have the power to issue consequences to children for misbehaviour outside of the school premises to such an extent as is reasonable. This includes non-criminal detrimental behaviour and bullying which occurs off the school premises or online. This may be witnessed by a staff member or reported to the school by a member of the public. This would include when a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- is in some other way identifiable as a child at the school
- behaving in a way that could have repercussions for the orderly running of the school
- behaving in a way that poses a threat to another child
- behaving in a way that could adversely affect the reputation of the school

Consequences for behaviour outside of school should always be agreed by the Headteacher and only after careful investigation to ensure an accurate account of events has been gathered. Consequences in this situation are likely to be administered with the engagement of parents. Similar consequences to those listed above are likely to be appropriate.

Where criminal behaviour is suspected, the Headteacher will consider whether it is appropriate to inform the police and/or Children's Services. It is likely that a consultation with the Local Authority will support with this decision. The school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and school should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own consequences so long as it does not conflict with police action.

9. Use of Physical Intervention in School

We aim to reduce restrictive practices by the proactive use of Risk Reduction Plans drawn up with the involvement of the child(ren) and their parents. Co-produced Risk Reduction Plans aim to better understand the experiences of parents and children as well as to agree the steps that should be taken to avoid escalation and promote emotional wellbeing.

Our Positive Behaviour Policy sets out the steps we will take as a school to ensure that we comply with the provisions of the Equality Act 2010.

At Markyate Village School, physical intervention is only used when all other strategies have been considered and followed. This should, therefore be used only as a last resort. There are situations when physical intervention may be necessary, for example in a situation of clear danger and extreme urgency. Staff will use physical intervention if it is considered reasonable, proportionate and necessary, to keep someone safe from serious harm. This may include:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to comfort a child in distress (so long as this is appropriate to their age)
- to gently direct a child or young person (following Therapeutic Thinking's guidance for use of mitten hands or open hands as appropriate by the adult)
- for curricular reasons (for example in PE, Drama, etc)
- for first aid and medical treatment
- be used in a way that maintains the dignity and safety of all concerned

Staff will take steps in advance to avoid the need for physical intervention through dialogue and diversion. Only the minimum force, for the minimum amount of time necessary, will be used. Staff will be able to show that the intervention used was a reasonable response to the incident. All incidents requiring physical intervention will be recorded on CPOMS and reported to parents.

10. Policy Review

The policy will be reviewed in line with the school's yearly review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved. This could be for varying reasons, e.g. Government directive, review of school behaviour or stakeholder feedback.

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Information Report
- Complaints Policy
- Home School Agreement
- Equity, Equality, Diversity and Inclusion Plan

APPENDIX 1 – Golden Rules

Our Golden Rules help us to work together to ensure we are a happy, safe and successful school.

We are listeners	We actively listen to and follow adult instructions at all times. We positively listen to other people's opinions and ideas. We understand that listening is a key skill in our learning
We are learners	We are enthusiastic learners who aim high in everything that we do. We are helpful and always try our best. We take pride in our school
We are responsible	We take responsibility for ourselves and our actions We are honest We work and play together, making sure everyone feels included
We are respectful	We respect and consider other people's views. We are always polite. We look after our belongings and our school environment.

APPENDIX 2 - Rights and Responsibilities

Staff Rights <i>I have a right to....</i>	Staff Responsibilities <i>I have a responsibility to...</i>
<ul style="list-style-type: none"> ➤ Feel valued as a person and a professional ➤ Teach without disruption ➤ Be shown courtesy and consideration by all in the school community ➤ Work in a safe and supportive community ➤ Have the opportunity for professional development ➤ Have my property respected, including that belonging to the school ➤ To be listened to and to be supported by all colleagues ➤ To be made fully aware of the school's system/ policies/ expectations ➤ To receive appropriate training to increase skills in teaching and behaviour management 	<ul style="list-style-type: none"> ➤ Treat all in the community – whether pupils, staff or parents /carers – with care, courtesy and respect ➤ Ensure a professional approach to my work and take responsibility for my own professional development ➤ To provide quality teaching and an appropriate curriculum ➤ Promote a safe and supportive learning environment for others ➤ To listen to others ➤ To give opinions in a constructive manner ➤ To model courteous behaviour and the School Golden Rules ➤ Keep parents/ carers informed about the curriculum and the progress of pupils and encourage parental involvement ➤ Be actively involved in whole school planning and policy making ➤ Respect the property of others and promote a clean, tidy and orderly environment ➤ To try, use and evaluate new approaches used in school ➤ Follow school polices and up-hold the ethos of the school

Pupil Rights <i>I have the right to...</i>	Pupil Responsibilities <i>I have a responsibility to...</i>
<ul style="list-style-type: none"> ➤ Feel safe and happy ➤ Learn without disruption ➤ Be treated with respect ➤ Be listened to ➤ Have my concerns listened to ➤ Be taught so that I reach my full potential ➤ Be given information so that I can understand how to learn ➤ Be given information so that I understand what my targets are in order to progress further 	<ul style="list-style-type: none"> ➤ To be polite, helpful and respectful to all pupils and adults ➤ To behave in a way that keeps others and myself safe ➤ To inform a member of staff of any problems ➤ To be willing to learn ➤ To allow others to learn ➤ To attend school on time ➤ To own mistakes and learn from them ➤ To give opinions in a constructive manner ➤ To work to the best of my ability in school and with my homework ➤ Wear the school uniform and appropriate footwear everyday ➤ Resolve disputes positively by talking them through and considering all points of view ➤ Be aware of my emotions and actions and take responsibility for these ➤ To uphold the School Golden Rules

Parent/Carer Rights <i>I have a right to....</i>	Responsibilities <i>I have a responsibility to....</i>
<ul style="list-style-type: none"> ➤ Receive regular communication about school life and events from school ➤ Have my child learn to his / her potential ➤ To be kept informed about their child's progress ➤ To have access to information on the school's procedures for positive behaviour ➤ To be treated with respect and have my opinions listened to ➤ Expect that my child works in a clean and orderly environment 	<ul style="list-style-type: none"> ➤ To treat all members of the school community with respect ➤ Support the education of my child, particularly by listening to my child read on a regular basis ➤ To ensure my child attends school regularly and punctually ➤ Support the school in relation to decisions made and promote the policies and the rules of the school to my child ➤ Ensure that my child is appropriately dressed and prepared for school ➤ To approach staff for help or with a concern in an appropriate manner. ➤ To address my child's actions, especially where it could lead to conflict or aggressive or unsafe behaviour. ➤ Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being ➤ To support the School Golden Rules



Rewards for Valued Behaviour

- Verbal **praise** in the moment
- **Stickers**
- **Responsibilities**
- **Ready to Learn** (100 square) – classes work to achieve 5 class targets each day and once 100 are achieved, classes vote for a reward
- **Class Board of Brilliance**
- **Showing good work** to the SLT or Headteacher
- **Communication with parents**
- Showing good work in **Celebration Assemblies**
- **Golden Ticket**
- **Head Teacher Award**
- Earning their **class pin** (value)
- Earning the **school gold pin**



Consequences for Difficult Detrimental Behaviour

Non-verbal reminder of expectations



Verbal reminder of valued behaviour (linked to Golden Rules)



Repositioning the child's working space

If detrimental behaviour persists, next steps are listed below. When any of the following consequences are used, **the school behaviour log will be completed and communication will be made with parents:**

Time out from class or break



Request that **work be completed** outside of lesson time as a protective consequence (this could be during a break time or at home)



Time with the relevant adult during break or lunch time in order to discuss and support where things may have gone wrong (**reflection**)

When low level detrimental behaviour is persistent (3 recordings in the behaviour log within a fortnight), a **formal communication/meeting with parents will be arranged.**