

Freeman Community Primary School

Positive Behaviour Policy



Written: March 2025

Reviewed:

Signed: S Hayter

Position: Chair of Governors

Review Date: March 2026

Aims of the Policy

1. To promote guidance on expectations for all pupils' behaviour that is easily understood by all
2. To aid all staff in the positive management of behaviour
3. To have clear expectations on appropriate behaviour throughout the school
4. To be clear and enforceable

Introduction

At Freeman Community Primary School, our aim is that every member of the school community is valued and **respected**. We want everyone in our school to be **inspired** by positive behaviour and strive to **achieve** positive learning and personal behaviour demonstrated by all. We aim to work in partnership with parents to help children understand the difference between right and wrong in all aspects of daily living.

We believe that children thrive on praise and encouragement and every opportunity is taken to recognise and reward examples of good behaviour when they occur. All children are treated equally and the Positive Behaviour Policy is implemented in a consistent way, taking in to account Special Educational Needs and making reasonable adjustments where required.

The school has a code of practice that sets behavioural guidelines for pupils; these are made explicit to the children through a set of Golden Rules.

Aims of the Positive Behaviour Policy

1. To promote good relationships so people can work together with a shared purpose
2. To teach pupils to demonstrate **respect** for the whole school community and everything in it
3. To teach pupils to take responsibility for their own actions
4. To maximise learning opportunities, giving every child the opportunity to **achieve**
5. To **inspire** children to be honest, fair and polite.

Our Golden Rules

Our Golden Rules apply throughout the school and provide clear guidance as to the high standards of behaviour we expect. These are referred to consistently and are displayed around the school. Each half term an assembly will focus on reminding the children of the expected behaviours and Golden Rules at Freeman Community Primary School.

1. **We listen**
We listen to everyone
We always follow instructions
We do not interrupt each other
2. **We are honest**
We always tell the truth
3. **We are respectful**
We are kind to each other
We do not hurt each other
We are welcoming and polite
We look after our school

4. We **achieve** our goals

- We work hard
- We always try our best
- We stay focussed on our learning
- We learn from our mistakes

The Golden Rules are presented clearly, and in a child friendly way, in every classroom and public areas around the school. They are shared with the wider school community on the school website.

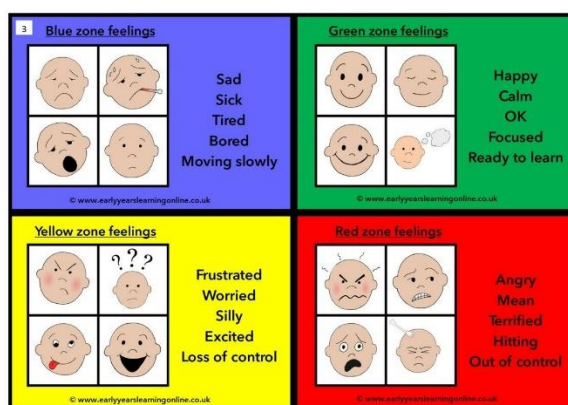
Rewards

Our rewards are linked to the Golden Rules and are used throughout the school. The school enjoys celebrating achievements and acknowledges the efforts and successes of children both in and out of school. We firmly believe that expectations for behaviour should be communicated and upheld by all pupils throughout the school day and when they are representing the school.

Class Rewards	Whole School Reward
<ul style="list-style-type: none"> • Verbal and written praise • Stickers • Displaying work on the Wall of Fame • Children sent to Senior Leadership to share learning • Contact with parents to praise children • Stars for the Class Star Jar • House points • WOW walls in classrooms to celebrate external achievements 	<ul style="list-style-type: none"> • Weekly celebration assembly sharing Star of the Week in each class • Weekly House Point totals taken from each class • Newsletters each week promote House Point totals and celebrate other achievements

See appendix 1 for further information

Zones of Regulation



Freeman Community Primary School uses the Zones of Regulation to help children to manage their feelings. This is a compassionate approach which works for all children, which includes those with neurodiversities and those who have experienced trauma.

Zones of Regulation has a shared feelings vocabulary and accepts that all of us can feel strong emotions at times. At Freeman Community Primary School, we support the children to understand that they may experience strong emotions, and teach them strategies in how to deal with them appropriately and safely. The approach helps children to be independent in identifying and naming their feelings and finding tools to help manage them when they feel overwhelmed.

All classrooms in school have a Zones display and Calming Area. All adults are trained to use the Zones. All adults model the Zones in a range of contexts in school.

How we deal with unwanted behaviours

Every member of staff deals with unwanted behaviour quietly, calmly and immediately.

Unwanted behaviours in school is dealt with in a variety of ways and it must always be seen as being appropriate to the situation and the children involved. The steps below are followed consistently by all members of the school community.

Step	Actions to follow	Example
Step 1 Warning	<p>When a child is not following the Golden Rules, an adult will:</p> <ul style="list-style-type: none"> • Notice how the child might be feeling • Link this to the behaviour • Remind the child of the rule that is being broken • Ask/suggest the zone that they are in • Ask/suggest a tool they can use to regulate themselves 	<p>I can see you are feeling (frustrated) because you are (banging the ruler). I think you are in the red Zone.</p> <p>At the moment you (are not being respectful).</p> <p>Could you use (finger breathing) to help?</p> <p>This is your warning to follow our rules.</p>
Step 2 Last chance	<ul style="list-style-type: none"> • Notice how the child might be feeling • Link this to the behaviour • Remind the child of the rule that is being broken • Ask/suggest the zone that they are in • Ask/suggest a tool they can use to regulate themselves • Warn them if this continues a sanction will be put in place 	<p>I can see you are <u>still</u> feeling (frustrated) because you are <u>still</u> (banging the ruler). I think you are <u>still</u> in the red Zone.</p> <p>At the moment you (are <u>still</u> not being respectful).</p> <p>You need to use XXXXX to help.</p> <p>This is your last chance to follow our rules.</p>
Step 3 Consequence	<ul style="list-style-type: none"> • Notice how the children might be feeling • Link this to the behaviour • Remind the child of the rule that has been broken • Explain the consequence 	<p>You will now XXXX because you have not followed the rules (See appendix 2 for consequences)</p>
Step 4 Resolution	<p>This step can only take place when the child is calm and in the green zone.</p> <p>Children are encouraged to respect and resolve the situation.</p> <p>Children in Key stage 1 complete this as a conversation with a member of staff.</p> <ul style="list-style-type: none"> • Notice how the child is feeling • Link this to their current behaviour 	<p>I can see you are feeling (calm) because you are (looking and listening to me). I think you are in the green Zone.</p> <p>Can you tell me which rule was broken?</p> <p>Can you explain how you broke the rule?</p> <p>Is there anything you need to do to make it right?</p> <p>What can you do differently next time?</p>

	<ul style="list-style-type: none"> • Child to identify the rule that was broken • Child to identify how this could have been stopped <p>Children in Key Stage 2 fill in a reflection form (see appendix 3)</p>	
<p>IMPORTANT Following the resolution <u>everyone</u> moves on. The conversation starts afresh with a different behaviour.</p>		

There may be incidences where staff members are unable to move sequentially through the steps due to the unwanted behaviour being displayed by the child. There may be some cases where a child displays physical aggression towards others or shows defiance/rudeness towards a member of staff. These behaviours can all be identified in the Freeman Behaviour Ladder show in appendix 4.

Furthermore, if a child receives a consequence, but the same inappropriate behaviour continues, the consequence is escalated as follows;

Step 1- loss of golden time

Step 2- time in another classroom

Step 3- send to SLT.

Refer to the behaviour ladder (appendix 4) to identify appropriate consequence where possible.

Suspensions

Where there have been repeated violations of the behaviour policy, a child may be internally suspended. This is where they will spend a portion of the day in another classroom or with a member of the Senior Leadership Team to complete their work. Parents will be contacted and incidents leading to an internal suspension will be discussed, along with plans to support the child to improve their behaviour. Children will reflect on the behaviours that have led to the internal suspension when they are regulated.

Where there have been extreme and persistent violations of the behaviour policy, a child may receive a fixed term suspension. The suspension of a child is seen to be an exceptional measure and such a decision would not be taken lightly. Where children are demonstrating difficulties in managing their behaviour, support is identified and put in place by the school or by an appropriate external agency. Regular contact will be made with parents to ensure they are fully involved in all decisions.

Possible reasons for suspension are;

1. Extreme physical harm towards another pupil or member of staff
2. Persistent threatening behaviour towards another pupil or member of staff
3. Severe damage to property
4. The inability of staff to maintain a pupil's safety
5. Constant disruption to the education of other pupils
6. Refusal to follow the instructions of a member of the Senior Leadership Team

The Headteacher has the right to suspend although in the absence of the Headteacher, the Deputy Headteacher may do so.

Where a child is suspended for a fixed period, the suspension is for a minimum time to ensure the child and others in the school understand the behaviour has been unacceptable. One to three days should generally be appropriate. During this period the headteacher will arrange for the child to receive school work to do at home. Upon the child's return to school, a reintegration meeting will be held with parents to reflect on the reason for suspension, identify clear expectations in behaviour for the child, and outline any reasonable adjustments that need to be made to support the child.

In addition, Freeman Community Primary School follow procedures laid down in the 2024 edition of the DFE document "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement."

Please refer to the CET Exclusions Policy for further information.

School Responsibilities

All staff in 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. All members of staff model positive behaviours when working alongside pupils.

Every day, all staff are expected to;

- meet and greet each child at the beginning of the day with a smile
- recognise good behaviour and effort
- use the rewards outlined in this to reinforce positive behaviour
- explicitly share rules
- have high expectations of behaviour
- always deal with unwanted behaviour quietly, calmly and immediately
- apply the strategies outlined in this policy fully and consistently to deal with unwanted behaviours
- support children to reflect on their behaviour as outlined in this policy

In addition to the above, the Senior Leadership Team will;

- support colleagues in dealing with unwanted behaviours
- provide strategies to support colleagues and the children in school
- contact external agencies to seek further advice, guidance and support where necessary

Parental Responsibilities

We actively work with parents to establish ways of working together to improve children's behaviour. At Freeman Community Primary School, we believe that it is important for parents and staff to have the same expectations of their children; it is vital for the children to see the school and their parents working in agreement.

We aim to keep parents informed of any serious incidents and their outcomes. Minor breaches of the behaviour policy are usually dealt with in school. Teachers will have informal conversations with parents before or after school to make parents aware of minor issues. If children persistently do not follow the golden rules, parents will be informed. In results of any serious breaches of the behaviour policy, we will communicate this with parents, ensuring we refer to the behaviour ladder (please see appendix 4). If a parent has concerns over the way a child has been treated, they should speak with

their class teacher in the first instance. If there are further concerns, then senior member of staff will become involved.

Within school, we monitor behaviour through children's reflections and also through our whole school tracking software (CPOMS). In some instances, there may be the need to implement an individual behaviour support plan. These are reviewed regularly with parents and children. Behaviour plans are created after a number of incidents in a small period of time. Parents will be given the opportunity to work with school to identify the support that can be put in place to improve their child's behaviour.

Governor Responsibilities

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement school behaviour and discipline policy but the governors may wish to discuss with the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Searching and Confiscation

There are two sets of legal provisions which enable school staff to confiscate items from children:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to or loss of, any confiscated items.
2. 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 items confiscated by the school staff will be returned to the pupil at the end of the school day unless the item falls in to category 2 above, in which case parents will be informed and be required to collect the items from school. Further reporting to the appropriate authorities may need to take place when an incident involving prohibited items occurs.

Behaviour beyond the School Grounds and School Hours

Teachers have a statutory power to discipline pupils outside the school premises where:

- Witnessed by a staff member
- Reported to the school
- The pupil is identifiable as a pupil at the school

Or behaviour that:

- Has repercussions for the orderly running of the school
- Poses threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Safeguarding Issues

If any safeguarding issues arise these must be dealt with the school safeguarding policy (see the CET Safeguarding and Child Protection Policy)

Use of Reasonable Force

Please refer to CET's Use of Reasonable Restraint Policy.

Monitoring of this Policy

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. The Head Teacher keeps a record of any pupil who is excluded for a fixed term or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Appendix 1- Explanation of Rewards

Reward	Explanation/Example
Verbal and written praise	This can be in books relating to the work the children have been completed and verbal praise for following the rules, explicitly identifying the rule the child has followed.
Stickers	Stickers can be given from any member of staff, including office staff and MDSAs. Headteacher stickers may also be given when a child has been identified as following the rules particularly well.
Displaying work on the Wall of Fame	Each month, a piece of work is chosen from each class and shared on the Wall of Fame in the corridor leading to the playground. If work is chosen for the display, the child will also be awarded with 5 house points.
Children sent to Senior Leadership to share learning	Children can be sent to the Headteacher, Deputy Headteacher or SENCo to share their work where they will be praised and rewarded with house points.
Contact with parents to praise children	Parents will be contacted termly through reports and parent consultations, where behaviour will be discussed. Parents may have an informal conversation with teachers on the playground at the start or the end of the day, or parents may be contacted by telephone where appropriate to share praise for their child's learning or personal behaviours.
Stars for the Class Star Jar	Each class will have a jar where they will collect stars when they have, as a class, demonstrated positive behaviours and demonstrating the Golden Rules. When the jar is full (25 stars), the children will be able to decide and vote for a class reward, for example, a class film, or non-uniform day.
House Points	Children will be awarded house points for following the Golden Rules, and demonstrating good learning and personal behaviours. House points may also be awarded for answering questions and contributing to class discussion. House points are an immediate reward. Each week in celebration assembly, a total number of house points for each house will be shared. The winning house each half term will earn a reward, chosen by the children in that house.
WOW walls in classrooms to celebrate external achievements	Children will be able to share achievements that they have been awarded outside of school with their class. A photograph or copy of the certificate will be displayed on a WOW wall in the classroom.
Star of the Week	2 children will be awarded a Star of the Week certificate. The Star of the Week certificate will be awarded to children who have demonstrated the Golden Rules that week. The class teacher will present the certificate in assembly that week.

Appendix 2- Consequences

Behaviour incidents are recorded on CPOMS, our whole school tracking software, and trends are identified in individuals behaviour. When behaviours are recorded on CPOMS, the lead up to the incident, the incident itself and behaviours displayed, and the consequence implemented are all recorded.

If one of the consequences below are implemented, parents are also communicated with via email or telephone call.

Consequence	Explanation/Example
Loss of Golden Time	<p><u>EYFS</u>- Immediate time out of choosing activities for 1 minute.</p> <p><u>Year 1</u>- Loss of 3 minutes of Golden time. Progression throughout the year of amount of choosing/golden time to 20 minutes Golden Time in the Summer Term</p> <p><u>Year 2</u>- Loss of 3 minutes of Golden time</p> <p><u>Key Stage 2 (Years 3-6)</u> Loss of 5 minutes of Golden Time</p>
Child spends time walking with an adult (at lunch time and break time)	If a behavioural incident takes place at break time or lunch time, the child will spend some time walking with an adult who is on duty.
Time spent in another classroom	Key Stage 2- 5 minutes spent in another classroom
Work is sent home	Any work that has not been completed as a result of the child's behaviours, will be sent home and be expected to be completed and returned the next day.
Child sent to the Senior Leadership Team	<p>When a child is sent to the Senior Leadership Team, they will reflect on the incident, this will be discussed with parents.</p> <p>If the child is in EYFS, they will spend XX minutes with SLT.</p> <p>If the child is in Key Stage 1, they will spend XX minutes with SLT.</p> <p>If the child is in Key Stage 2, they will spend XX minutes with SLT.</p>

Furthermore, if a child receives a consequence, but the same inappropriate behaviour continues, the consequence is escalated as follows;

Step 1- loss of golden time

Step 2- time in another classroom

Step 3- send to SLT.

Refer to the behaviour ladder (appendix 4) to identify appropriate consequence where possible.

Appendix 3- Reflection form used with Key Stage 2 children

KS2 Reflection Form

Name:

Date:

Class:

Why are you filling this form out? What did you do?

What effect do you think it has had on others? (learning and feelings)

Which of the Golden rules could you be better at following?

We are respectful		We are honest	
We listen		Achieving your goals	

Is there anything you need to do to make it right?

For example: say sorry, offer your services, complete your work etc

What do you do differently next time?

For example: ask for time out, walk away, find an adult, go to the calm area, use regulation toolkit etc.

Appendix 4- Freeman Behaviour Ladder

Level 4

Behaviours in level 4 will result in a suspension.

If the behaviours are constantly repeated, the length of suspension will increase.

If the behaviour continues persistently, it will result in a permanent exclusion.

Level 3

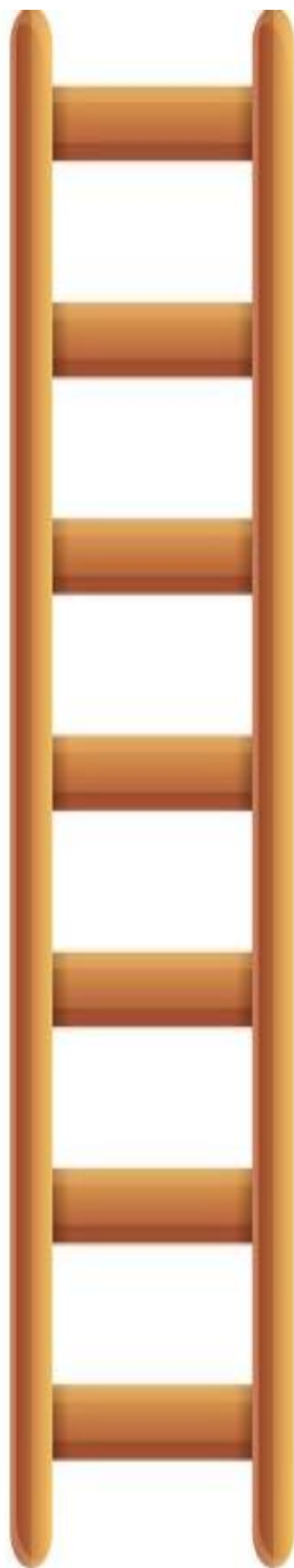
Behaviours in level 3 will result in an internal suspension. An internal suspension means the child will be removed from their class for a length of time.

Level 2

Behaviours in level 2 result in the child being sent to SLT. Parents will be contacted and asked to meet with SLT.

Level 1

Behaviours in level 1 will be dealt with by the class teaching, following our behaviour policy.



Assault to staff (hitting, biting, kicking)
Serious assault on a pupil.
Damage to property (with intent) over £100.
Persistent Bullying
Persistent threatening behaviour to staff or students.
Touching or grabbing inappropriate areas of the body.
Jumping/climbing over the fence.
Constant disruption to the education of other pupils.
Persistently refusing to follow the instruction of a member of the Senior Leadership team.

Regularly leaving the classroom.
Regularly refusing to be in lesson and complete tasks.
Threatening behaviour to staff and students.
Damage of property (with intent) up to £100.
Verbal abuse to staff.
Bullying
Physically hurting another child with intent.
Refusing to follow the instruction of a member of the Senior Leadership team.
Invading personal and private space with intent.

Leaving the classroom.
Not completing work.
Persistent disruption to other children in the classroom.
Damage to property (with intent) under £10
Swearing/rudeness/answering back
Repeatedly not following instructions

Lack of work.
Persistent talking.
Name calling.
Shouting out.
Not listening.
Low level disruption in class.
Not following instructions.