



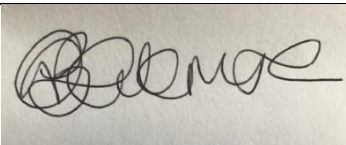
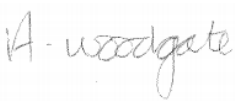
SELSTED CHURCH OF ENGLAND PRIMARY SCHOOL

Here at Selsted, in our unique, rural setting, we provide a happy, safe stimulating environment where children develop their love of learning. Through mutual respect and trust, children are given a voice and responsibility. We are brave, resilient and committed to making the impossible possible through God's loving care.

POSITIVE BEHAVIOUR POLICY SEPTEMBER 2025

Policy Review

Policy:	Positive Behaviour Policy
Date reviewed/updated:	September 2025
Date of next review:	September 2026

Signed: Chair of Governors	 Clare Blakemore
Signed: Headteacher	 Angela Woodgate

Positive Behaviour Policy

Underpinning the Policy - The School Ethos

Selsted C of E Primary School prides itself on displaying outstanding levels of behaviour at all times whilst maintaining outstanding learning behaviour and habits in and around school. While our class rules aim to give clear guidance to staff, pupils and parents, as to acceptable and agreed behaviour and procedures in most situations, school rules cannot cover every eventuality and we expect common sense and consideration for others to guide our actions in those situations for which there is no specific rule. Our Christian values underpin our rules and ethos and educate our children which forms of behaviour are acceptable and unacceptable.

By following the rules and values and acquiring habits of outstanding behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and self-respect.

The school follows The Nurture UK Core Principles and our policy reflects these principles.

Acquiring the ability to distinguish between right and wrong

As children mature we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. We believe that our Positive Behaviour Policy encourages this development, not simply by stating a set of rules to be followed without argument, but by setting a standard for everyone in the school community to meet. Good behaviour and consideration for others will be rewarded and, where our expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

The Behaviour Management Plan

The Positive Behaviour Policy consists of three basic elements: -

- The RULES and VALUES which pupils must follow and adopt
- The REWARDS which pupils receive for following the RULES
- The CONSEQUENCES which result from not following the RULES

Rules

At the start of each school year, each class will also draw up their own set of rules which will encompass our basic principles and these will be sent home for parents/carers to share.

These will be expressed as positive statements and will be displayed in the classroom.

In addition to the rules pupils will be given a variety of **instructions** during the course of each day, which will be specific to the activity in which they are taking part.

These may include instructions to cover: -

- Movement in the class (in or out of seat)
- Level of talking in the class.
- Resources required for an activity (where to get them from).

These are expected to be followed and rewarded accordingly.

Values

The school adheres to and adopts British Values which are taught regularly either explicitly or discretely in a lesson.

The school has also adopted six values which are known as our Christian Values in which the children learn about them from Collective Worship, RE lessons and other means such as lunch time. The school's six Christian Values are: Friendship, Hope, Respect, Perseverance, Wisdom and Trust

Rewards

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and their peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

Individual Rewards

The following rewards are available for use by all staff-

- through verbal praise and recognised as a role model for others.
- awarding house points.
- Collecting marbles towards a whole class celebration
- being sent to the Headteacher or another member of staff to be praised.
- being put on the praise board in class.
- being put in the 'Gold Book' and this being celebrated in a weekly celebration worship.

Rewards can be given for good behaviour, work, effort, achievement, manners, kind or thoughtful acts (such as supporting other members of the school community) and living the Christian values.

Consequences

Whilst we acknowledge good and outstanding behaviour, we also recognise that there may be times in which rules may be broken by a child or our British and Christian Values are not followed. Therefore, the school adopts system to monitor behaviour where class teachers will observe ongoing behaviour within the class. If a child's behaviour does not meet expectations the following action will be taken:

1. Praise of peers who are demonstrating appropriate behaviour to prompt the child to make the right choices.
2. Discrete verbal reminder by an adult in the class.
3. A direct and specific instruction to the child as to how their behaviour needs to change and a reminder of the consequences.
4. An opportunity to reflect and consider their choices in a quiet area either in the class if appropriate or in a nearby well-being space.
5. If the child continues to make unacceptable choices the teacher may decide to involve a member of the SLT to support the child and to manage the situation. This may be through the child being escorted to the SLT office or a member of SLT attending the class.
6. More serious offences may mean immediate intervention by a member of SLT (or senior member of staff in their absence). This will include, violence, racism, bullying and inappropriate reference to a person's religion or sexual orientation.

In order to deal effectively and positively with poor behaviour which has led to SLT intervention a child may need to spend some time reflecting on their behaviour and continuing with their learning away from their class environment for a short period of time. If this is the case they will be supported by SLT in the office. Class teachers will notify parents if this has been necessary.

Major offences, such as a serious assault on another pupil or member of staff, can lead directly to a fixed-term exclusion, regardless of the pupil's history.

Every staff member has a red card, which should be used to summons immediate help in the event of any emergency. If the emergency is a child who has lost control every attempt should be made by the teacher to remove the audience from the situation e.g. the teacher remains in the room with the child whilst the rest of the class is taken by the Teaching Assistant or any other adult to a different room. Every effort will be made to resume the lesson as quickly as possible.

At Selsted we believe that all behaviours are a form of communication and as such children will be listened to and supported to communicate their feelings more effectively. Every effort will be made to support the child in rectifying the behavior and preventing this from reoccurring in the future. Where a child has been supported to rectify unacceptable choices, the adults in school will do all they can to find a positive within the day before the child leaves so that the well-being of the child is in a good place before leaving school. We believe this is important to ensure the child knows that it is the behaviour that has been unacceptable and this is not attributed to them as a person or their personality.

Lunchtime Behaviour

Rules for playtime behavior, known as 'Playground Promises', are displayed in the playground and will be adhered to by all children during play times in school. If the 'Playground Promises' are not followed the staff on duty will follow the same system as above. Only in serious cases should a child be sent to a senior member of staff. Lunchtime duty staff **MUST** report any incidents to the Class Teacher once the children are back in class.

Pupils with Special Needs

We recognise at Selsted that a child with an additional or special educational need may find it difficult to conform to the school rules. Although every effort is made by staff to ensure this is not the case, the behaviour policy may have to be adapted for them. In this case, a separate Individual Behaviour Plan (IBP) will be recorded for the specific child to follow. This may form part of the child's Personalised Plan or EHCP.

We use and refer to the mainstream core standards to help us identify and support the various individual needs of the pupils at Selsted School so that learning experiences are accessible to all.

Parents & Carers

We pride ourselves on having regular communication with our families and supporting all children. This can be through face to face contact, phone calls, emails and more formal meetings. We will always report to parents our concerns for a child's behaviour to ensure school and home can work in partnership to rectify the difficulties. Termly reports/parent consultations etc will be an opportunity to discuss a child's behaviour.

In instances where poor behaviour persists, the school will contact the child's parent/carer to meet with the Headteacher/SENCo/Class Teacher to discuss actions which can be taken to address and improve behaviour together.

The purpose of the meeting is to:

- outline clearly the nature and extent of the child's behaviour difficulties and how it is affecting the child and the life of the school;
- try to identify the circumstances that might be causing the behaviour complained of;
- agree any action that may be required by those present at the meeting to improve the child's behaviour.

If all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider:

- Lunchtime exclusion and/or internal exclusion.
- Exclusion from school for a fixed term period.
- Permanent exclusion.

Physical Intervention

Here at Selsted CE Primary School we aim to deal with all behaviour in a positive and sensitive way. There may be occasions however where a child may need a physical intervention to prevent a child hurting themselves or others or being unsafe. In these instances a member of the SLT will be called immediately to intervene. Physical support for the child will only be used if absolutely necessary and all other means of support (speaking with them/persuasion to leave the area or stop the behaviour) has been exhausted. Any physical intervention is undertaken in line with our reasonable force Policy. Physical intervention will be provided, where possible, by the Headteacher and SENCo only. The only time another member of staff will provide physical support will be in their absence or if a child is in immediate danger and waiting for SLT would be detrimental to the safety of others.