

STYAL PRIMARY SCHOOL



**Styal Primary School**  
Valuing the Individual to Believe and Achieve

# Positive Behaviour Policy

Update September 2023  
To be reviewed September 2024



This policy is based on advice from The Department for Education (DfE)  
School Standards and Framework Act 1998  
Behaviour in Schools- Advice for headteachers and school staff (January 2022)  
The Equality Act 2010  
Childrens and Families Act 2014  
Keeping Children Safe in Education  
SEN Code of Practice

## **Aims and Expectations**

**We aim to:**

**Promote and maintain good behaviour and so support the development of honest, informed and honourable citizens of the future;**

**Be inclusive in our practices so all children are rewarded for following school rules and behaving well;**

**Recognise the many influences on children's behaviour and take this into account when dealing with it.**

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The Positive Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules but the primary aim of the Positive Behaviour Policy is not a system to enforce rules but a means of promoting good relationships and positive behaviour. In this way, all people can work together with the common purpose of helping everyone to learn.

## **The School's Mission Statement**

Valuing the individual to believe and achieve.

## Promoting Children's Emotional Health and Wellbeing

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

This applies equally to all areas of learning and activities.

### **Styal Primary School aims to develop self-esteem and resilience by:**

Teaching pupils skills to increase their awareness of their own emotional health and well-being and being mindful of others. Our 'Values' Curriculum links our key values (such as kindness) with the NHS' 5 Steps to Wellbeing. The aim is to give children lifelong strategies to support their emotional health. The Styal values are evident and regularly revisited in assemblies and curriculum.

Creating an environment where children are respectfully monitored and feel listened to.

### **Positive Behaviour System**

The positive behaviour system is based on five key points;

1. All children have the right to learn and play, free from disruption and aggression.
2. All teachers have the right to teach, free from disruption and aggression.
3. Pupils who choose to follow the rules are rewarded.
4. Pupils who choose to break the rules must face the consequences.
5. Pupils are responsible for their own behaviour.

### **School Rules**

The following school rules have been written by staff and pupils together and are displayed all around our school:



These rules are referred to regularly.

In addition, there are rules in specific areas e.g. in the classroom, the playground and the hall, to supplement the school rules. These additional rules are reviewed regularly and adapted or changed according to circumstances and the needs of children at any moment in time.

Each class teacher discusses the school rules and their own class rules with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'Circle Time' or during RSE lessons.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply the Positive Behaviour Policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards and praises good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

### **Friendship Terrace – A Whole School Approach to Friendship**

In January 2023, Styal Primary School have introduced a whole school approach to friendship.

There are 10 short stories about characters who live in Friendship Terrace. This is visited each week in whole school assembly, with whole school display in main building and with stories in class.

Each story centres on one character who finds it difficult to relate and interact with others. By stepping back and reflecting on events, the characters learn and practice positive relationship-building skills.

Stories help children to recognise:

- What is friendship?
- Friendship blockers
- Friendship builder

## **What is Friendship?**

- Spending time together
- Having fun
- Doing things that you both like
- Caring about each other

## **Friendship Builders**

- Accepts you for who you are
- Listens to you
- Takes an interest in you
- Respects you and your feelings
- Shares
- Takes turns
- Allows others to join in
- Allows you to have other friends
- Kind
- Helpful
- Respects your personal space

## **Friendship Blockers**

- Rough
- Say hurtful things
- Makes fun of people
- Just talks about themselves
- Takes over
- Excludes people
- Brags
- Ignores you
- Shares your secrets
- Makes fun of people who are different

## **The 10 Characters**

1. Fitzroy First
2. Blurt Out Belinda
3. Bragging Bradley
4. Manisha Mine
5. Leave Out Liam
6. Unhelpful Ellie
7. Rough Ryan
8. Tell Tell Tara
9. Minnie Me
10. Judging Jake

## Rewards

We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children e.g. with a smile, thumbs up, verbally or house points

Teachers give children stickers for listening and behaving well

Each week, we nominate two children from each class to be awarded a special Styal Star certificate in Friday's Celebration Assembly. This is shared on the weekly newsletter.

A special certificate awarded by Mrs Boardman, the headteacher, is also awarded for being a Styal Star in Friday's Celebration Assembly. This is shared on the weekly newsletter.

We give House Points to children either for good work or behaviour, or to acknowledge effort or acts of kindness in school. The points are added up by the House Captains each week and totalled for the half term. The winning house will be VIPs on the last Thursday before the end of each half term.

Lunch time staff award stickers and House Points for clearing their plate and trying something new

Class rewards are also used and result in a shared class treat. Each class has their own agreed system.

There is a whole school Random Acts of Kindness Reward scheme in place, where children are sent to the Headteacher if they have been spotted showing a RAK (or if their friend has spotted them) and they are then able to place a ball in their class container on the display in the school hall. When a class have shown 25 RAKs, they can choose a random class reward from the 'Thank You for Your Kindness Jar'. This is shared in the filmed assembly and on the weekly newsletter.

Children will be sent to the Headteacher when they have done something special or when they have been spotted being kind/helpful/caring/respectful. They will get a Headteacher's certificate, 'Mrs Boardman thinks I am a Styal Star' sticker or a special award such as a Styal Primary School pencil.

The school acknowledges all the efforts and achievements of children, both in and out of school.

## Zones of Regulation

Zones of Regulation is a whole school approach introduced in September 2023.

## THE ZONES OF REGULATION®

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Screaming Out of Control I Need Time and Space

This is the capacity we have to manage our thoughts, feelings and actions. It is the ability to self-regulate our behaviour. At Styal we use a common language to discuss emotions (that is not judgemental). The Zones teach healthy coping and regulation strategies.



**Blue Zone:** sad, sick, tired or bored (*low state of alertness - brain and/or body is moving slowly or sluggishly*).

**Green Zone:** in control, calm, happy and ready to learn (*regulated state of alertness*).

**Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).

**Red Zone:** elated, angry, wild, terrified. (*heightened state of alertness and out of control*).

There is no 'bad' Zone and everyone experiences all of the Zones at different times.



**Blue Zone tools:** help wake up our bodies, feel better and regain focus.

**Green Zone tools:** help us stay calm, focused and feeling good. These are often proactive strategies.

**Yellow Zone tools:** help us regain control and calm

ourselves. **Red Zone tools:** help us stay safe and start to calm down.

Strategies include breathing techniques, counting (counting breaths / colours / objects / forwards and backwards), puzzles, listening to music).

Zones of Regulation have been incorporated into our Reflection Sheet to support children during Reflection Time with the headteacher (30-minute consequence due to a red card) – see Annex A.

## **Consequences**

The school employs a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. We employ each consequence systematically and fairly. These apply to Year 1 – Year 6 – and Reception in final half of Summer term. Reception children are supported, taught and nurtured to do the right things from the start of their journey at Styal Primary School.

The School Council have worked in conjunction with their peers, teachers and Headteacher to develop a fair system of consequences that reflect the poorer behaviours. To link with the school 'goals', the children developed a 'football inspired' system of red, double yellow and yellow cards. These relate to a staggered, graded response. The cards are metaphorical rather than a card that is physically shown.

### **Yellow Cards - Low Level Disruption**

Low level disruption, such as speaking when the teacher is speaking or shouting out, can lead to disruption in the flow of learning.

(For a more comprehensive list, see the table below)  
We aim to ensure this is understood by the children so they know it is not acceptable.

A verbal warning will be given first so children have the chance to correct their behaviour. If the behaviour is repeated, a yellow card however is awarded.

Yellow cards will be recorded in a book rather than displayed on the wall or board. The aim is to protect self-esteem.

1 yellow card = 5 minutes of playtime lost

2 yellow cards = 10 minutes of playtime lost

3 yellow cards = this then becomes a double yellow card (see below)

The children believed this is a reasonable response to poor behaviour. They want to learn. Before two yellow cards are given, a child would have been given a verbal warning, a yellow card, another verbal warning and then another yellow card. The children thought it was important that peers had chance to 'do the right thing' after a warning.

### **Double Yellow Card - Higher Level**

The children strongly believed that some behaviours are completely unacceptable and unsafe. For example, shouting at an adult. They did not want children to receive a warning about this. Instead, an instant double



yellow card would be given. (See the table below for further examples of the behaviours in this category).

1 double yellow card = 15 minutes of dinner time lost

A double yellow card will result in the missing of 15 minutes of dinner time. This time will be spent reflecting about the behaviour **with the headteacher**. This reflection time is important to understand triggers to behaviour and how this behaviour could be avoided again. This is a supportive meeting to prevent this type of behaviour. These meetings will be recorded by the headteacher. At Styal Primary School, these behaviours are unacceptable and will not have a verbal warning before it has a consequence.

### **Red Card – Highest Level**

Behaviours such as bullying, racism, swearing, fighting and disrespect of an adult are not tolerated. These will warrant a red card sanction. (see the table below for a fuller list of red card behaviours).

1 red card = 30 minutes of dinner time lost.

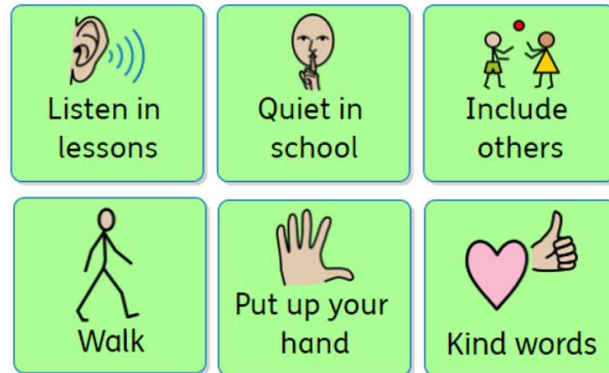
Reflection time will be spent with the headteacher (as above). These meetings will be recorded by the headteacher and parents informed. Like double yellow cards, these behaviours will not be tolerated and will not warrant a verbal warning before it has a consequence. **This sanction also means a loss of football and gym equipment for the week.**

<p><b>Red card</b></p> <p>These will have no oral warning.</p>	<p>Fighting  Racism – and all equality issues  Throwing stones at other children on purpose  Stealing  Swearing  Bullying  Shouting at an adult  Answering back  Saying 'no' to an adult  Threatening behaviour  Pants Rule issues</p>	<p><b>Miss 30 minutes of dinner time</b>  Spend 30 minutes at lunch with Mrs Boardman, reflecting on their behaviour.</p> <p>Child will miss football / gym equipment for the week.  This is recorded on CPOMs.</p>
<p><b>Double yellow card</b></p> <p>These will have no oral warning.</p>	<p>Play fighting  Writing / drawing on own body  Damaging equipment on purpose  Jumping out on someone  Putting stones / toilet roll in sink  Leaving tap running</p>	<p><b>Miss 15 minutes of dinner time</b>  Spend 15 minutes of lunch with Mrs Boardman, reflecting on their behaviour.  This is recorded on CPOMs.</p>
<p><b>Yellow card</b></p> <p>These behaviours will receive one oral warning first from the adult. If the behaviour is then repeated, it will then become a yellow card.</p>	<p>Getting out of seat whilst the teacher is teaching at the front of the class and walking off  Name calling  Running in school or on the ramp  Pushing into the line  Shouting out in lessons – not putting hand up to speak  Talking when the teacher is talking  Pushing / shoving  Shouting in the corridor</p>	<p>For 1 yellow card – miss 5 minutes of playtime.</p> <p>For 2 yellow cards – miss 10 minutes of playtime.</p> <p>For 3 yellow cards – converted to a double yellow (see above).</p> <p>This will be recorded in a book in class.  <u>Formal Targeted Support</u>  If the teacher sees a pattern, the teacher will put in extra support. If it still continues, the teacher will refer to Headteacher and SENDCo. The child will visit the headteacher daily / weekly to reflect on their behaviour.</p>

The list of behaviours above are by no means exhaustive but they are representative of the types of behaviours in each category.

## Widgit Cards

Widgit cards are used to support children with this message. These have pictures as well as words. These are on display in classrooms and in the headteacher's office.



## Go Green!



Teacher and teaching assistants can give yellow and red cards. Midday Assistants will report incidents to teachers. They will not issue cards for poor behaviour.

## **Bullying**

Styal Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

At Styal Primary School our anti-bullying strategy centres around STOP (several times on purpose / start telling other people) and being an upstander rather than a bystander.



Antibullying lessons are taught as part of our RSE curriculum and **revisited in whole school assemblies with the headteacher.**

We are involved in national initiatives such as Anti-Bullying Week that takes place every November. We take part in Odd Socks Day to recognise and celebrate our differences.

Logs are kept by the headteacher – Bullying Log and Peer on Peer Log. This details the incident, the school action and impact.

### **Cyber-bullying**

Cyber-bullying is not tolerated at Styal. This falls under our anti-bullying strategy. Children are explicitly taught about safeguarding and on-line safety. **CPOMS logs are kept by the headteacher of incidents involving On-line Safety.**

### **Positive Handling**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. These actions are in line with government guidelines on the restraint of children.

### **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner

during lesson time and when moving, working or playing in other areas of the school.

We have high expectations of all children in terms of behaviour and we strive to ensure that all children work to the best of their ability. **All** children are treated fairly and encouraged to follow school and class rules consistently.

**All** children are treated with respect and understanding.

The teacher keeps a record of all yellow cards given. However, if misbehaviour continues, teachers are able to seek help and advice from the Headteacher and Targeted Support introduced. The headteacher will reflect with the child on a daily / weekly basis to discuss behaviour in order to make improvements. Parents will be informed if Targeted Support is introduced.

Class teachers liaise with the school's SENCO and with external agencies if necessary, to support and guide the progress of each child.

Class teachers report to parents about the progress of each child in their class, in line with whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **Behaviour expectations and pupils with Special Educational Needs and Disability (SEND)**

As a school, we recognise that adaptations may be needed for children with SEND. With the support of the SENDCo and external agencies, bespoke behaviour plans are written to support the needs of SEND children to ensure the safety of the children and staff whilst promoting high standards of behaviour.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher maintains logs of On-line Safety, Bullying and Peer on Peer Abuse.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

## **The Role of Parents**

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and we expect parents to read these and support them. The policy is shared on the website and parents are directed to this with updates on the school's newsletters. We ask that the contract be signed by both parent and child and returned to school. The children are reminded of the behaviour policy as and when it is needed and the class teacher will share it with their class at the beginning of each academic year.

We expect parents to support their children's learning and to co-operate with the school, as set out in the home – school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher.

If the concern remains, they should contact the Headteacher. If they are still not happy, then they should contact school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See Complaints Policy)

## **The Role of Governors**

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 Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Positive Behaviour Policy but governors may give advice to the Headteacher about particular disciplinary issues.

## **Fixed-term and Permanent Exclusions**

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

An internal exclusion may be issued initially. This may be half a day or a full day. Children will work outside of the classroom and have breaks away from their peers. This is a step-up from a red card in Styal's sanctions. The

headteacher will inform the parents / carers orally but will not be put into writing. It will not be on the child's permanent record.

If the Headteacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. This is put into writing in a formal letter, a copy of which is sent to East Cheshire Education Office. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher also informs the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring**

The school keeps a variety of records of incidents of misbehaviour. The class teacher records lower level classroom incidents which warrant a yellow card.

The Headteacher records those incidents where a child is sent to them.

The Headteacher also 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy has been written in conjunction with the children, school council and staff of Styal Primary School.

### **Headteacher**

*Signed: Louise Boardman*

**Name: Louise Boardman, Sep 2023**

### **Chair of Governors**

Signed: *Lee Walsh*

Name: **Lee Walsh – Sep 2023**

## Annex A

### Reflective Behaviour



Styal Primary School



Name	
SLT	
Date	

What happened?

How did you feel?

THE ZONES OF REGULATION®



What could I have done differently?

What strategies could I use?

