

HOWITT PRIMARY COMMUNITY SCHOOL

(Part of Embark Multi Academy Trust)



Policy for Positive Behaviour

June 2026

Howitt Primary Community School

Policy for Positive Behaviour

June 2026



Positive behaviour, courtesy and good manners are central to the vision of the school and are necessary for harmonious working and playing, creating a safe and secure environment for our pupils. This is reflected in our school motto: "Achieve, Care, Enjoy."

We are preparing pupils to be citizens of the future and it is never too early to model and transfer high expectations of attitudes to learning, to each other and to adults as well as positive behaviours.

In our community, everyone is treated with **respect and care**. Everyone is **valued as an individual**. The qualities of **honesty, fairness, politeness, self-control and team-work are celebrated**. Unacceptable behaviour is firmly dealt with and will not be allowed to undermine our positive ethos. This is closely linked to the Ofsted Framework for British Values.

At Howitt Primary Community School a simple code of conduct summarised in our Golden Rules (Appendix 1) provides each pupil with a framework for good and appropriate behaviour. As a school we have high expectations for positive behaviour and we seek to reward it through encouragement, recognition, privilege and commendation. Our ethos means that pupils will learn appropriate behaviour through positive role models and reinforcement.

Inappropriate behaviour will result in strong disapproval, reminders of the right choices and support with making these choices, discussions and withdrawal of rewards and privileges.

Aims and Expectations

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's policy for positive behaviour 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.

We have a number of rules, but our positive behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We expect every member of our school community to behave in a considerate way towards others.

We treat all pupils fairly, according to their needs, and apply this positive behaviour policy in a consistent way.

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

We reward good behaviour, as we believe that this will help to develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards include merits, team points, treats, small items as rewards from a box, prize for drawing out raffle ticket, stickers, stars, and each class's reward system.

Rewards and Sanctions

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

- Teachers and teaching and learning assistants (TLAs) congratulate pupils.
- All staff give pupils stars, stamps or stickers for their individual charts.
- Every pupil has a merit card, and merits can be given by any member of staff as a reward, particularly for good manners, good behaviour following the school rules, as well as helping others and showing kindness and respect. Merits can also be given for hard work. The pupil is rewarded when they achieve 50 merits (bronze) 100 merits (silver and 150 merits (gold. Team points are given for sports day events and other school sporting events. A running total of team points is kept through the year and the winning team is announced at the end of the year.
- Pupils are also encouraged to share their achievements with other staff in the school.
- Each week we nominate a pupil from each class to be given a star award and they receive a certificate in the school celebration assembly. Each pupil's name and reason for the award is written in the star award book and a text is sent to parents.

The school acknowledges all the efforts and achievements of pupils, both in and out of school. These are celebrated in our assembly on Fridays.

When a pupil is chosen to receive the weekly Golden Book certificate, a letter is sent home informing the parents/carers of their pupil's achievement.

The pupils are also rewarded for keeping our Golden Rules by having rewards. The pupils can gain merits for a number of positive behaviours and exceptional work. Each pupil has a merit card which the staff stamp with their own stamper..

We employ a number of sanctions to ensure that our school rules are followed and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect pupils to listen carefully to instructions in lessons. If they do not, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not, we may ask them to redo a task and set targets for improvement.
- If a pupil is disruptive in class, the teacher gives him or her a chance to change the behaviour through quiet encouragement.
- If a pupil misbehaves repeatedly, we isolate the pupil from the rest of the class until s/he calms down and is able to work sensibly again independently or with others.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- If a pupil threatens, hurts or bullies another pupil, the class teacher records the incident, and the pupil is reprimanded and/or sanctions are actioned such as the loss of playtime/dinnertime. The pupil is spoken to and an adult will listen to their version of events. If a pupil repeatedly acts in a way that disrupts or upsets others, the school may contact the pupil's parents/carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil. Any continued bullying is recorded in an official book and parents/carers are informed and a series of meetings are set up with parents/carers and pupils. Nurture may be put in place for the pupil to support their emotional development.
- The school has a very clear and structured approach for dealing with inappropriate behaviour. See 'Steps for Improved Behaviour' (Appendix 3)

The class teacher discusses the school's Golden Rules with each class. These are displayed on the classroom wall and around the school. In this way, every pupil 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.

We do 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 all arguments and disagreements, we do everything in our power to ensure that all pupils attend school free from fear. Please see our School's Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES 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 pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils. Please refer to our Physical Intervention Guidelines Policy.

The Role of the Pupil

Our positive behaviour system is designed to promote the idea that it is the pupil's choice how they behave. By making a choice they are also choosing the possible consequences, be they positive or otherwise. If a pupil does make an error of judgment, it will be dealt with, but it will be stressed to the pupil that once the incident has been dealt with, they have the chance to start again and with a fresh start.

The high expectations of behaviour and respect are regularly revisited with the pupils to ensure a calm and settle school where all pupils and adults show respect for each other.

Child on Child Abuse

A booklet is shared with all pupils on how to keep themselves safe. It identifies what child-on-child abuse is. It states that we don't tolerate any form of abuse. We want our pupils to feel safe and happy in and out of school. The child-on-child abuse policy is regularly shared with the pupils and we discuss who to speak with if they feel worried about anything. Any child-on-child incident that takes place is recorded on the electronic secure My concern system. Each incident is fully investigated, gaining each pupil's view and is dealt with quickly. The situation is monitored to ensure that everyone involved is safe and happy.

The Role of Parents/Carers

The school collaborates actively with parents/carers, so that pupils receive consistent messages about how to behave at home and at school.

We explain the school rules to all parents/carers and we expect them to support us with them. Our Positive Behaviour Policy is on our website.

We expect parents/carers to support their pupil's learning and to co-operate with the school. We aim to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If we have to use sanctions so that a pupil has to take the consequences of her/his actions, we expect parents/carers to support those actions of the school. If parents/carers have any concerns 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 and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The pupils are encouraged to leave toys and games at home unless there is a special arrangement. This is so that the pupils are not distracted.

The Role of the Class Teacher and Teaching and Learning Assistants

It is the responsibility of class teachers, supported by the TLAs to ensure that the school rules are used in their classrooms and that their classes behave in a responsible manner during lesson time.

The class teachers and TLAs in our school have high expectations of the pupils with regard to behaviour and they strive to ensure that all pupils work to the best of their ability.

The class teacher and TLAs treat each pupil fairly and reinforce the classroom code consistently. Staff treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself following the school's 'Steps for Improved Behaviour' liaising with the in-house behaviour support TLAs if necessary. However, if misbehaviour continues, the class teacher seeks help and advice from the deputy headteacher, or headteacher.

The class teacher will liaise with the headteacher and the SENDCo (Mrs Edgeley) to discuss if an intervention, such as nurture support or counselling will help the pupil with their behaviour. Family support from the family liaison worker may be a support to the pupil and their family.

The class teacher and SENDCo, Ellinor Edgeley, liaise with external agencies as necessary, to support and guide the progress of each pupil. The SENDCo and or the class teacher may, for example, discuss the needs of a pupil with the education social worker or the local authority Behaviour Support Service.

The class teacher reports to parents/carers about the progress of each pupil in their class, in line with the whole school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

The Role of Midday Supervisors

We have a simple code of conduct summarised in our playground expectations (Appendix 2) that provides each pupil with a framework for good and appropriate behaviour when at play. The midday supervisors (MDS) are responsible for ensuring that these rules are followed by all pupils in order to create a secure, safe and happy environment. The school has high expectations of mutual respect between the pupils and the MDS.

The class teacher keeps MDS informed of individual pupil's behaviour targets to ensure continuity from the classroom to the playground. The MDS praise and reward good behaviour, encouraging pupils to think carefully about the choices they make.

Inappropriate behaviour is dealt with immediately by the MDS which may include 'time out'. The incident is entered into a consequence book and the class teacher is informed. The consequence is undertaken straight away or the next lunch hour. If any pupil hurts another child physically or verbally or if a pupil is disrespectful to another pupil or an adult in any way, then the pupil will miss their outdoor play for the remainder of the present lunchtime and the next two lunchtimes. If a pupil misbehaves repeatedly in the playground the MDS will seek help and advice from the class teacher who will follow this policy for positive behaviour and the 'steps to improved 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's Policy for Positive Behaviour 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 pupils in the school.

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

The headteacher keeps records of all reported serious incidents of misbehaviour. Incidents are also recorded on My Concerns and or Arbor and this is monitored by Embark.

The headteacher has the responsibility for giving in-school exclusions and fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a pupil. This action is taken only after the school governors have been notified.

The 'Steps for Improved Behaviour' form part of this policy (see Appendix 3). Training and support for staff is put in place when a new member of staff joins the school as part of their induction and as necessary.

The Role of Governors

The governing board 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 adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy for positive behaviour but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent exclusions

We do not wish to exclude any pupil from the school, but sometimes this may be necessary. We have therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units* (DfES, last updated 10th February 2015). We refer to this guidance in any decision to exclude a pupil from school. The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Only the headteacher (or a deputy headteacher in the headteacher's absence) 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. In extreme and exceptional circumstances, the headteacher may exclude a pupil permanently. The headteacher can issue a further fixed period or a permanent exclusion to begin immediately after the end of the fixed term exclusion.

If the headteacher excludes a pupil, she informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing board. The school informs the parents/carers how to make any such appeal.

The headteacher informs the governing board, the CEO of Embark Multi Academy Trust, and the local authority about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a pupil nor extend the exclusion period made by the headteacher.

The governing board has a discipline committee which is made up of between three and five members. The committee may include a trustee from the Academy. 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/carers, Embark Multi Academy Trust and the local authority, 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.

Drug and Alcohol-Related Incidents

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day, the parent/carer should notify the school, ask permission and sign a consent form for the medication to be taken. The medication must be taken directly to the main office for safekeeping. Any medication needed by a pupil whilst in school must be taken under the supervision of a first aider, teacher or other adult worker. Identified adults are trained in the administering of medicines. (See the Administering of Medicines Policy)

Identified pupils have inhalers, which have been prescribed to them. These are kept in a cupboard in the classroom and can be accessed as needed by the pupil under the supervision of an adult.

Monitoring and Review

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher, deputy headteacher record those incidents where a pupil is sent to them on account of unacceptable behaviour. We also keep a record of any incidents that occur at break or lunchtimes; MDS can give written details that are kept in the headteacher's record book.

The headteacher 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 board to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no pupil is treated unfairly because of race or ethnic background.

The governing board reviews this policy every year. The governors may however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

This policy is to be read in connection with the:

- Anti-Bullying policy
- Physical Intervention policy
- Safeguarding policy
- Equality policy
- Administering of Medicines policy
- Health, Safety and Welfare policy

Appendix 1

Howitt Primary School Expectations

- **To listen when others are speaking.**
- **To put your hand up instead of calling out.**
- **To keep your hands, feet and objects to yourself.**
- **To respect other people's property.**
- **To be polite to others.**
- **To work as hard as you can**

Appendix 2

Playground Expectations

- Be kind to everyone
- Be honest
- Think about how other people feel
- Share and take turns
- Use good manners
- Stay where an adult can see you
- Put your fruit litter in the compost bin
- Look after the equipment by using it appropriately and safely.

Appendix 3

Howitt Primary Community School **Steps for Improved Behaviour**

Step 1 **Warning**

The pupil will be asked to behave appropriately in a calm and non-confrontational way.

Step 2 **2nd warning: Name moved**

The pupil's name goes onto the amber face or square or equivalent

Step 3
3rd warning: 5 minutes loss of breaktime/lunchtime.
The pupil's name moves to the final face or equivalent and they lose five minutes of their break/dinnertime (whichever is next). These warnings stay on the board/final face' for the morning/afternoon session.
The next morning /afternoon is a fresh start.

Step 4
Removal to another class
If inappropriate behaviour continues, the pupil goes to another class nominated by the class teacher, for the remainder of the session. They lose 10 minutes of their break/dinner time as a consequence as above.
The pupils will now have lost ten minutes of their time to make up.

The pupil will pay back any loss of time at the next break/dinner time. The Key Stage 1 pupils are able to gain time back if their behaviour changes. To monitor if unacceptable behaviour continues.

Loss of their time
If a pupil walks out of the class without permission they automatically lose 10 minutes of their playtime/lunchtime.

Step 5
Senior Leadership Team
If the inappropriate behaviour continues and the pupil is sent to another class twice in one week they will then be sent to the SLT. Parents/carers may be informed at this point depending on the behaviour.
In the case of serious inappropriate behaviour, pupils may be fast tracked to the headteacher.

Step 6

Headteacher

If the inappropriate behaviour continues, the headteacher then contacts parents/carers and the behaviour is discussed. A meeting with the pupil and parents/carers may be set up. An in-school exclusion may take place.

Step 7

In- School Exclusion

If expectations are not met the pupil will have an in-school exclusion supervised by SLT or an available TLA. This may be for a half of a day or a whole day. At the end of the day the inappropriate behaviour will be discussed with the pupil.

A behaviour plan is completed where the expected behaviour is agreed. The support that would help the pupil is discussed. A review meeting is set up for a week later to assess the behaviour and next steps.

Step 8

Suspension

If expectations are not met the pupil will be suspended for one to five days.

An exclusion of one to five days can take place at any point for serious inappropriate or disruptive behaviour.

Step 10

Permanent Exclusion

Continued unresolved problems and inappropriate behaviour can result in permanent exclusion.

Consequence Time

Inappropriate behaviour at playtime, lunchtime, in assembly or in the corridor at any time will result in consequences where the pupil is expected to pay back an amount of time at lunchtime. This time will be supervised by a member of the SLT or Middle management team. The pupil will be expected to explain why they are in consequences identifying their inappropriate behaviour and discussing an alternative form of behaviour.

Consequences for Hurting Another Pupil.

Any incidents of **deliberately** hurting another pupil physically or verbally on the playground at playtimes or lunchtimes **will be investigated and may** result in exclusion from the playground at lunchtime. The pupil will **potentially** miss the whole of the present lunchtime outdoor and the next two lunchtimes of outdoor play.