



Blue Hills Federation



POSITIVE BEHAVIOUR POLICY

SEPTEMBER 2023

The Blue Hills Federation

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary's Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term 'Blue Hills Federation' within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

Our Vision

Proverbs 22:6 - Good News Bible

'Teach children how they should live, and they will remember it all their lives.'

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness;
Friendship and Family; Perseverance and Resilience

Review Date: September 2026

Across the Blue Hills Federation we aim to develop good citizens by following two key principles;

- 1. Treat yourself, all other people and all property with respect at all times.**
- 2. Try your hardest and be the best that you can be in everything you do.**

This policy has been developed by the children and is reinforced throughout the schools through collective worship and school councils.

Purpose

The policy acts as a framework for the promotion of good learning and positive behaviour within all areas of the schools and during off-site learning experiences. In the Blue Hills Federation we aim to:

- Ensure that all children develop a sense of self-discipline and a thorough understanding of the benefits of positive attitudes and behaviour.
- Encourage children to understand their own rights, the rights of others and to accept the responsibilities associated with these rights.
- Provide children with positive role models through the actions of all adults associated with our schools.
- Promote positive attitudes between all people regardless of age, gender, religion, colour of skin or sexual orientation.

Strategies

The expectation of positive behaviour at all times is fundamental to the success of this policy. All adults should hold the highest expectations at all times and a consistent approach will guide children towards behaviour of the highest standard.

The schools promote positive behaviour through their Rewards Systems, which includes a variety of daily, weekly and longer term goals, and children are encouraged to work towards these as soon as they start their learning journey in our schools.

Key strategies for the promotion of good behaviour should include:

- Frequent reinforcement of positive behaviours; we can often deter poor behaviour by rewarding those who demonstrate the highest standards.
- The frequent use of verbal praise, positive written comments and stickers. The children are split into mixed Key Stage groups. Each group works to win rewards, both weekly and termly. Children may receive individual rewards or certificates which are shared each week during a celebration assembly.
- When children achieve their longer term goals, parents, carers and governors are invited to a special awards assembly, where children are presented with their award.
- The use of messages to parents and carers to inform of positive behaviours; these may be communicated in a variety of ways.

Sanctions

As our policy seeks to promote good behaviours, it is envisaged that sanctions will be applied sparingly. If sanctions are being applied too frequently they will diminish the desired effect. As children develop their understanding of their rights, they must also accept the consequences of not working within the commonly agreed boundaries for good behaviour.

If good dialogue is possible with the child, he/she is often able to suggest an appropriate sanction for their own behaviour to make good any misdemeanour which has occurred. Sanctions should always be graduated and proportionate to the misdemeanour. Common sanctions include:

- A quiet and discrete word with the child.
- A warning if the behaviour persists.
- Withdrawal of the child from the group to work alone.
- The loss of a ten minutes period of playtime where a productive activity should be undertaken.
- The reparation of any damage or ill feeling caused.

- The involvement of the Executive Headteacher to raise the consequences of continued poor behaviour.
- The involvement of parents/carers to reinforce the need for appropriate behaviour.
- The involvement of parents/carers in a meeting with the child to discuss and resolve issues.

Physical Handling and Intervention

Please read our separate policy on Physical Handling and Intervention.

Exclusion

Only in the most serious of cases will the use of fixed term or permanent exclusion be considered and only where all other options have been exhausted. Should the occasion arise the following procedure will be followed:

1. If, after all other options have been explored (including internal exclusion), no resolution is possible the Head teacher will write to the parents of the child concerned to inform of the exclusion and the reasons for it.
2. The Chair of Governors will also be informed and, if the period of exclusion is to be more than fifteen days in one term, will convene the appropriate panel of the governing body. The governing body may uphold the decision or opt for reinstatement.
3. In the case of an indefinite exclusion, the Head teacher will convene a meeting of the pupil, parents/carers, the Chair of Governors and a representative of the L.A. to agree a way forward and criteria for reinstatement.
4. It is never envisaged that a permanent exclusion should be necessary at the Blue Hills Federation, but in an exceptional case where it is, the governing body will make the decision alongside the Head teacher.
5. Parents may appeal the decision through the governing body appeals panel and or the L.A.

Please refer to the Exclusion Procedure Guidance for external exclusions

Reasons for Exclusion

- A serious breach of the school's values, rules or policies.
- A risk of harm to the education or welfare of the pupil or others in the school.
- Physical or verbal assault against a pupil, member of staff or others in the school.
- Serious damage to school property
- Theft
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying
- Indecent behaviour
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

Occasionally unacceptable behaviour may prove to be persistent and this is where a Fixed Term Exclusion may be actioned, in which case an individual Pastoral Support Plan(PSP) will be drawn up with the parents to support that child in school.

Permanent Exclusions

The school considers permanent exclusion to be a very serious step and the head teacher will need to investigate the incident thoroughly before this decision is made. As with fixed term exclusion, permanent exclusion will follow a range of strategies set out by the school and detailed in the Positive Behaviour Policy and will be seen as a last resort, or it will be in response to a very serious breach to school rules and policies such as:

- Serious actual or threatened violence against another pupil or a member of staff.
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment

Procedure for Making a Permanent Exclusion

- Head teacher takes the decision to exclude a pupil permanently
- Contact the parent/carer immediately ideally by telephone.
- The head teacher must give written notice to the parents informing them of specific information found in the LA guidance (see LA template letter)
- The Head teacher must inform the governing body and LA within 1 day on the appropriate form (found on OCC Schools website)
- The school has a duty to arrange full time education from and including day 6 of the exclusion.
- The school has a duty to provide full time education for a looked after child from day 1.
- On receiving notice of the exclusion, the governing body must convene a meeting within 15 school days to review the exclusion and to consider reinstatement. They must invite the parent, the head teacher and a LA Social Inclusion officer. Papers including written statements must be circulated at least 5 days before the meeting.
- The governing body may ask for advice from the LA officer, but must make the decision alone, asking other parties to withdraw. The clerk may remain.
- The governing body must inform the parent, Head teacher and LA officer of their decision in writing within 1 day of the hearing stating reasons.
- LA to contact parent within 3 working days indicating the latest date by which a review can be lodged.
- The child to be removed from the register only when the review process is complete.
- Where parents dispute the decision of a governing body not to reinstate an excluded pupil, they can ask for this decision to be reviewed by an independent review panel.

N.B It is the Chair of Governors' responsibility to direct the governing body of the school to details of their responsibilities when considering exclusions. Details of Governor responsibilities regarding exclusions can be found in DoE Exclusions from maintained schools, Academies and pupil referral units in England (2012).

Rewards System used with the Blue Hills Federation

Daily Behaviour Award

Rainbow Chart



Individual Behaviour

This is a seven point scale where the children begin in the middle on green. They want to reach for the sky and aim to get their name into the red band of the rainbow where they will be awarded a rainbow sticker if they end the day there. If they end in the red band more than once in a week they will receive a postcard at the end of the week in praise / sharing assembly, stating how many times they have finished in the red band.

Children do not want to move down the rainbow into blue or indigo as this may result in a sanction for inappropriate behaviour within the school. Sanctions will include a verbal warning and a chat about their actions; 5 minutes or 10 minutes off their break time dependent on the severity of their actions. Violet is given for the most severe incidences and is an immediate placing on the rainbow chart (even if the child has been in green or above previously).

RED: Continued good behaviour. End the day here are get a rainbow sticker; more than once in the week and you receive a postcard.

ORANGE: Continued good behaviour - complying with the expectations of the teacher.

YELLOW: Verbal praise for the behaviour / good attitude shown in front of the class.

GREEN: start the day here and maintain expected school behaviour.

BLUE: behaviour is not appropriate - verbal warning given with a brief chat about their actions.

INDIGO: behaviour continues to be inappropriate - complete a reflection sheet about their actions during break time.

IMMEDIATE VIOLET: this will be given for severe incidences - appropriate actions will be taken.



Class Behaviour

If the class as a whole show a fantastic attitude and therefore behaviour in the classroom, on a trip or at an event, then the teacher can choose to award a marble in the jar for the children. This may vary in each school according to the number of children at the school. It is expected that St. Mary's and Clunbury will have one per class and that Newcastle will have one for the school.



Weekly Rewards

Each school within the federation will hold a praise or sharing assembly each week, where children are given the opportunity to share something that they are proud of anywhere certificates and postcards will be given to children identified as achieving well in a particular area of the curriculum, focussing, being a good role model, working hard or taking part well. One certificate will be given to a child in each class each week.



Each week there will also be a values certificate awarded across the school to a child who shows or represents one of the school values. In some of the larger schools within the federation, there may be one from each Key Stage.

Longer Term Awards



The Blue Hills Federation Code

All the children will take part in the Blue Hills Federation Code. This is split into three stages – Bronze, Silver and Gold. Children are expected to achieve all the goals in each stage before progressing. Upon achieving a stage, the child will receive an award at an assembly to which parents, carers and governors may be invited. Some of the activities listed are intended to be carried out / learned at home and evidence brought into school. Not all of the activities will be taught or can be achieved in school alone.

Bronze

- Coming into school smiley.
- Bring reading book and reading diary every day.
- Read at home at least 4 times.
- Wear the correct uniform.
- Have the correct PE kit.
- Use good manners.
- Line up quietly.
- Use a knife and fork correctly.
- Clean my own plate and cutlery.
- Learn my spellings.
- Learn my times tables.
- Complete all homework tasks on time.
- Look after my belongings.
- Help to keep my classroom tidy.
- Try to use cursive handwriting.
- Show little acts of kindness.
- Have good attendance (at least in line with the school attendance figure).
- Leave school safely and sensibly.
- Know the lunchtime Grace.
- Behave respectfully during Collective Worship.
- Set an example to others
- Uphold federation values.

Silver

- Represent the school at a sporting event.
- Go on all available trips.
- Contribute to the newsletter.
- Lead a hobby / interest assembly.
- Read out loud in collective worship.
- Count to 20 in French.
- Take responsibility for a classroom job.
- Initiate play for other children.
- Know and demonstrate road safety.
- Recite a poem.
- Carry out extra independent work at home.
- Enter your local show.
- Be a member of your local library.
- Take part / read in a church service with school.
- Take action to promote care for the Earth.
- Share your thought of a book with other children by writing a book review.

Gold

- Raise money for charity independently.
- Take part in a competition outside of school.
- Go on a residential trip with school.
- Write an article for a local paper or magazine.
- Try something new.
- Volunteer or help in the community.
- Help to lead a church service with school.
- Learn and perform the poem 'If' or one from the list at school.
- Write a letter to your MP to discuss a matter of importance to you.
- Take a leadership role in school.
- Have a short conversation in French.
- Raise awareness of road safety.
- Raise awareness of E-safety.
- Read a classic text.
- Lead a collective worship about a school value.
- Understand the basic principles of emergency first aid.