



Muskham Primary School

Positive Behaviour Policy

A. Crossland

AE Allsop

Signed _____

Mrs Amanda Crossland
Head Teacher

Mrs Anne Allsop
Acting Chair

Date of Adoption: November 2025

Due Review Date: November 2026

Positive Behaviour Policy

At Muskham Primary School our 'Vision and Values' state that we work as a team with our parents, governors and wider community to ensure that children flourish in a safe and caring environment.

We aim to create a stimulating and caring environment where all children:

1. Develop their social awareness and intellectual potential.
2. Gradually move to becoming independent and enthusiastic learners.
3. Learn to recognise, respect and value the cultural, racial and sexual differences in our society and feel a valued member of the school community.

Roles and Responsibilities

Whole School Level

We aim to promote a positive School Ethos through:

- all adults modelling respectful and supportive relationships and demonstrate their understanding of the school's core beliefs about behaviour;
- having agreed routines and clear systems to foster positive behaviour all around the school, e.g. corridors, playgrounds and dining halls (See Appendix 3)
- reinforcement of expectations through whole school assemblies
- making parents and carers aware of, and helping them to contribute to, pupils' positive behaviour.

Classroom Level

We aim to promote a positive School Ethos through:

- building good relationships with children
- explicitly teaching expectations in terms of behaviour and reinforcing appropriate behaviour;
- modelling of controlled, respectful non-verbal and verbal behaviours by adults;
- treating all children with respect, warmth and fairness;
- valuing and nurturing each child's individuality;
- genuinely listening to children, and valuing their contribution;
- teaching an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and other's feelings;
- helping children to learn the language needed, e.g. of sharing, turn-taking, co-operation, giving and receiving compliments, choice, and consequences;
- teaching problem solving strategies;
- providing interesting and appropriately challenging lessons;
- encouraging children to recognise their own strengths and those of other children and to value the diversity within the classroom;
- clearly understood classroom routines (e.g. for entry, exit, using equipment etc.) to promote an appropriate climate for learning;
- agreeing classroom rules which promote positive learning, values and social behaviours – these should be agreed by the class;
- helping to develop in pupils an acceptance of responsibility for their own behaviour;

- acknowledging and celebrating good behaviour (See Appendix 1); and
- having a structured approach to deal with inappropriate behaviour, which is clearly understood by all. (See Appendix 2)

Appendix 1

Celebrating good behaviour:

- A weekly celebration assembly will take place where two children from each class will be nominated and receive one of two certificates. The first certificate will be a Wisdom/Caring Award. The second will be an Enabler's Award which is linked to the key learning and attitude skills that have been identified in our School Vision. Photographs of the children that have received these awards will be displayed in the school hall and on the school website
- Children who accomplish something exceptional will be sent to see the Headteacher. They will be presented with a celebratory note to take home and a special sticker.
- Each class has a smile reward chart and rewards are given to the children on completing each stage.
- 'You've been spotted' tokens will be given to children for exceptionally good behaviour outside the classroom environment. Each class's tokens will be counted on a Friday morning and the winning class will receive a trophy for the week.
- At the end of each half-term, a pupil from each class is identified by the teacher to receive the 'Headteacher's Award' and this is presented at a celebration assembly which parents attend. The criteria for this was devised by the school council in conjunction with the Headteacher.
- At the end of the school year a Governor's Award is presented to one exceptional pupil from each class; this is presented by the Chair of Governors. The criteria for this was devised by the school council in conjunction with the Vice chair of Governors.

Appendix 2

Whole school approach response to inappropriate behaviour:

The school does have a relationship- based approach to behaviour, where good behaviour is taught and reinforced. Where there is inappropriate behaviour, teachers reflect on the child's age and knowledge of the child to determine the response. Children do have to understand that there are consequences to inappropriate behaviour and a key sanction is through our 'Owl System'.

Each class will adopt and display the 'Owl system':

- Each child has a named owl card which starts on a green card at the beginning of each day
- If a child misbehaves, they firstly receive a verbal warning.
- If there is another incident, the child's owl will be placed on the yellow card and they will miss 5 minutes from playtime. The majority of this time will be spent with the teacher discussing the inappropriate behaviour and then there will be some reflection time.
- Following the sanction, the child's owl returns to green.
- If there is a further incident within the day, or the inappropriate behaviour warrants a greater sanction, the owl is moved to orange and a whole playtime will be missed. 5 minutes is spent discussing the behaviour with the teacher and 10 minutes reflection time.

If needed the child will be sent to work in a classroom with a different member of staff for the rest of the lesson.

- A third incident moves the card to red and the child will be sent to the Head Teacher who will inform parents and carers.
- Instances of violence, racism, inappropriate language, intentional disrespect towards adults or other serious incidents (including those covered by the Equality Policy) warrant an immediate move to red and referral to the Head Teacher.
- A 'Red Owl' does mean a whole day's worth of missed playtimes. Part of this time would be spent discussing the inappropriate behaviour utilising a restorative approach.
- Instances of bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying warrant immediate referral to the Head Teacher. The school's Anti-Bullying Policy details measures taken in these circumstances.

Any owls moved will be recorded, and the reason and frequency will be monitored; if a child has 3 or more owl movements in a week, parents will be advised by the class teacher and strategies for moving forward will be discussed.

Unacceptable behaviour at play times will be referred back to the class teacher who will deal with the issue using their own professional judgement. Their judgement may or may not utilise the owl system.

A Behaviour Graduated Response Pathway has been created to ensure a clear and consistent approach to an inclusive education for all learners, identifying individual needs and barriers to learning as they arise. It follows the steps identified in the Code of Practice and our 'vision and values' as reinforced in this policy.

The school will monitor continued inappropriate behaviour and consider whether this might be the result of unmet educational needs or other needs. When appropriate, the school will work with outside agencies to ensure those needs are met. Muskham Primary school is part of the Bassetlaw Behaviour Partnership.

The school acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with SEN.

Appendix 3

Our school rules

Moving around school

- Children should always give access to staff needing to enter/exit a room
- Children will walk single file when walking as a whole class
- Children will walk silently when as a whole class or large group
- If walking as part of a pair, children are able to talk quietly

In the Dining Hall

- Children to sit with feet on the floor and facing the correct way
- When talking to others, this should be using an 'inside voice'
- Children should follow general rules of etiquette

- When leaving the hall, the children will put their chair under the table
- Children to **walk** out onto the playground

In the playground

- Toys are only to be played with as intended and instructed; creative use of toys is acceptable as long as this is safe and appropriate
- When a toy is finished with, it is put away
- Football is only played on the MUGA and field(weather -permitting); there is no heading of balls
- Only the class timetabled for the climbing frame should be on the green spot.
- To indicate the end of playtime, the small bell is rung indicating the packing away of toys. One minute later the big bell is rung to signal time to line up. Then there will then be a countdown from 10 and a final bell will be rung; each class will have a straight line of children, facing the front in complete silence. They will walk to their classrooms in silence.

Whole school approach to crossing the road

One of two approaches are used when children are crossing a road:

1. A channel is made by 2 members of staff standing on the road for the children to walk through with a partner
2. Children all stand in a line facing the road and all cross over at the same time on the count of 3.

The approach to be used is decided by the lead member of staff and the children are informed beforehand (where possible).

Appendix 4

Policy Statement on Teacher's Powers relating to discipline in school

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.

Details of the school's use of Fixed Term and Permanent Suspension can be found in the "Suspension and Permanent Exclusion Policy".

Appendix 5

Policy Statement on Teacher's Powers relating to pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Teachers may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Appendix 6

Policy Statement on Confiscation of Inappropriate Items

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

1) The general power to discipline (Appendix 3 above) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully; and

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 article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for Head Teachers, staff and governing bodies’, to which the school will adhere.

Appendix 7

Policy Statement on Staff Power to Physically Intervene and / or use Reasonable Force

On extremely rare occasions it may be appropriate for staff to intervene physically with or between children. A framework for the management of any physical interventions that are legal, effective, safe, appropriate and proportionate is detailed in the school's Physical Intervention Policy.

Links with other Policies

The policies below all relate to our expectations with regard to behaviour in school and should be read in conjunction with the Behaviour Policy:

Anti-Bullying Policy

Child Protection Policy

Child on Child Abuse Policy

E Safety Policy

Physical Intervention Policy

Equality and Diversity Policy

Prevent Policy

RSHE Policy

Suspension and Permanent Exclusion Policy