

# Maltese Road Primary School

## Positive Behaviour Policy



## ‘Make Great Choices’

**Reviewed** Autumn 2025

**Approved by Governors:** Autumn 2025

**Next Review** September 2027

## **Our Vision**

Through promoting positive behaviour through encouragement, consistency, and inclusion for every child, we aim to make Maltese Road Primary school a place where everyone feels safe, respectful, and a nurturing environment where all pupils can learn, achieve, and thrive and our pupils have the opportunity to achieve their full potential.

### **1. Policy Aims and Principles**

#### **1.1 Aims of the Policy**

- Promote high standards of positive behaviour, conduct, and discipline.
- Create a safe, respectful and inclusive environment conducive to learning.
- Prevent and reduce incidents of poor behaviour, including bullying, discrimination and violence.
- Ensure that suspension and exclusion are used only as a measure of last resort.

#### **1.2 Key Principles to Sustain Motivation and Positive Behaviour:**

- Behaviour is a form of communication and should be understood in context.
- Positive behaviour should be taught and reinforced consistently.
- Clear, fair, proportionate and consistently applied consequences.
- Build positive relationships and establish expectations right from the start.
- Provide choices and consequences to secure excellent behaviour.

### **2. Roles, Responsibilities and Expectations**

#### **2.1 Governing Body**

- Approve and monitor this policy.
- Review suspension data and ensure the procedures are lawful, fair and proportionate.

#### **2.2 Headteacher**

- Ensure the school positive behaviour policy is implemented effectively.
- Oversee the consistent application of rewards and sanctions, including suspensions.
- Make decisions related to serious breaches and possible suspensions.

#### **2.3 Staff**

- Model and promote high standards of positive behaviour.
- Apply the policy consistently and fairly.
- Use proactive strategies to de-escalate situations and support pupils.

#### **2.4 Pupils**

- Follow the school rule, values and expectations.
- Respect others and contribute to a positive school culture.

#### **2.5 Parents and Carers**

- Encourage positive behaviour at home and support the school's approach.
- Support the school's decision when applying consequences.
- Engage with the school regarding behavioural concerns or suspension procedures.

# Make Great Choices

## 4. Promoting Positive Behaviour

We recognise and celebrate pupils who demonstrate behaviour that goes above and beyond our expectations. Praise is central to promoting a positive school culture and building strong relationships with all learners. Expected behaviour is clearly communicated, and our system of praise and rewards is used consistently to motivate pupils and reinforce the school's values and expectations.

It is essential that all staff consistently recognise and celebrate pupils who follow our school rule – *Make Great Choices*. Staff understand that every pupil is unique, and that acknowledging positive behaviour and 'catching great moments' helps all pupils to make the right choices and succeed.

### 4.1 Values-Driven Behaviour System

- Develop a shared language and values for behaviour – Make Great Choices (e.g. respect, responsibility, resilience).
- Explicitly teach expected behaviours through assemblies and the wider school curriculum.

### 4.2 Recognition, Rewards and Celebration

- Regular positive recognition (verbal praise, house points/class dojos, certificates, messages home).
- Promote intrinsic motivation through celebration of pupils' achievements and contributions.
- Teachers implement their own class-based rewards systems that are appropriate and motivating for their class.

### 4.3 Classroom Management and Expectations

- Establish clear routines: *Begin and end each lesson consistently to promote calm, focused learning.*
- Set and model high expectations: *Communicate clear behaviour and learning standards, reinforcing them positively.*
- Engage all learners: *Use a range of strategies to maintain attention, participation, and mutual respect.*
- Respond calmly and consistently: *Apply school behaviour systems fairly to support a positive and safe learning environment.*
- Positive relationships are at the heart of effective behaviour management.

## 5. Behaviour Interventions and Support

For pupils who experience persistent difficulties in managing their behaviour, targeted support and reasonable adjustments will be implemented to promote a positive learning environment for all and to enable full participation in school life.

### 5.1 Graduated Support Approach

- Identify early signs of distress or challenging behaviour.
- Regular behaviour target setting (short/long term) above and beyond that done with the whole class.
- An individual behaviour chart.
- Regular phone-calls or emails between home and school or a weekly behavior log.
- Develop and implement individual behaviour support plans (BSPs) using a graduated response (Assess, Plan, Do, Review).

## **5.2 Staff Training and Development**

- Regular CPD on emotional regulation, restorative practice and SEND behaviour needs.

## **5.3 Engagement with Pastoral and Specialist Services**

- Collaboration with SENCO, learning mentors, and external professionals (e.g. CAMHS, Educational Psychology).
- Early help interventions where appropriate.

## **5.4 Use of Reasonable Force**

- Refer to DfE guidance, ensuring any incident is logged and parents informed.
- Use physical intervention only when necessary and proportionate, to prevent harm or risk.

# **6. Responding to Behaviour Incidents**

## **6.1 De-escalation Strategies**

- Use non-confrontational language and supportive scripts.
- Avoid public shaming or punitive whole-group consequences.

## **6.2 Consequences Framework**

- Clear, staged consequences in response to misbehaviour, proportionate to the incident and age/development stage.
- Use of restorative approaches to rebuild relationships.

## **6.3 Recording and Monitoring**

- All significant behaviour incidents recorded consistently.
- Analysis of patterns to target support and prevent escalation.

see Appendix 1 for **Maltese Road Primary School - Positive Behaviour Procedure**

## 7. Suspension Policy

We are an inclusive school and will work hard to develop strategies to include all children. However, in certain cases, the school will make suspensions to maintain good behaviour and discipline and to promote the health, welfare and safety of all our community.

**Internal exclusion** will be at the discretion of senior leaders and will probably be in response to a culmination of behaviour incidents or an extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of senior leadership team.

Only the headteacher can **exclude children externally**. A decision to externally exclude will only be taken when all other possibilities and strategies have been considered. Exclusions could be temporary for fixed period of time, or permanent.

### Exclusions and suspensions information

*The school may suspend a child for one or more fixed periods for up to forty-five days in any one year. In extreme and exceptional circumstances, the school may exclude a child permanently. It is also possible to convert a suspension to a permanent exclusion if the circumstances warrant this.*

*If a child is suspended their parents/carers are informed immediately, giving reasons for the exclusion. The headteacher informs the Trust as well as the Local Governing Body about any permanent exclusions and about any suspensions beyond five days in any one term. A Local Governing Body cannot themselves either suspend or exclude a child or extend the suspension period.*

*The Trustees have a discipline committee which is made up of between three and five members. The committee considers any exclusion or suspension appeals on behalf of the governors. When an appeal panel meets to consider an exclusion or suspension, they consider the circumstances in which the child was excluded or suspended, consider any representation by parents/carers and consider whether the child should be reinstated. If the governors' appeal panel decides that a child should be reinstated, the headteacher must comply with this ruling.*

### 7.1 Definitions and Legal Context

- Suspension (fixed-term exclusion): pupil is temporarily removed from the school.
- Permanent exclusion: used only in response to a serious breach and where other strategies have failed.
- Follow statutory DfE guidance in all procedures.

### 7.2 Criteria for Suspension

Suspensions should be:

- A response to a serious breach or persistent breaches of the school's positive behaviour policy.
- Where a pupil's presence would seriously harm the welfare or education of others.

Examples include:

- Serious or repeated violence.
- Persistent bullying or harassment.
- Persistent disruptive behaviour affecting learning of others.
- Possession of banned substances or dangerous items.

### 7.3 Suspension Process (Fixed-Term)

- Investigation and evidence gathering.
- Headteacher decision with written notification to parents/carers (including reason and length).
- Inform the governing body and local authority as required.

- Provide work for the duration of the suspension.
- Reintegration meeting on return.

#### **7.4 Reintegration Support**

- Re-entry meetings, behaviour plans, and additional pastoral or SEND support if necessary.
- Use of targeted interventions to prevent repeat suspensions.

#### **7.5 Informing Stakeholders**

- Inform parents, governing board, and local authority within statutory timescales.
- Inform social workers or Virtual School Head if the child is looked after or has a social worker.

### **8. Equality and Inclusion**

- All pupils are supported to succeed, regardless of background, need, or circumstance.
- Staff receive regular training in inclusive behaviour practices, trauma-informed approaches, and understanding SEND needs.
- The school works closely with external agencies where appropriate to provide tailored support.

### **9. Monitoring, Evaluation and Review**

#### **9.1 Data Collection and Analysis**

- Review behaviours by group (e.g. SEND, FSM, ethnicity, gender, etc.) to identify trends and ensure equity.
- Analyse suspension and reintegration records to evaluate effectiveness.

#### **9.2 Policy Review**

- This policy should be reviewed annually or in response to new DfE guidance.
- Feedback from pupils, staff and parents should inform the policy review.

## Appendix 1

### Maltese Road Primary School - Positive Behaviour Procedure

#### 1. Everyday Practice – Set the Tone

- Greet pupils positively at the door.
- Use calm voice and clear routines.
- Model respect and fairness at all times.
- Praise publicly, correct privately.

#### 2. Recognising Positive Behaviour

Strategy	Example
Verbal praise	“Thank you for making great choices, showing kindness.”
Stickers / House points/ Dojo’s	For effort, teamwork or respect.
Certificates / Class rewards/show partner class/ party points	Extra story time, extra playtime, PJ day etc.
Positive contact home	Postcard home, call, or email to parents.

#### 3. Step-by-Step Behaviour Response


Stage	Action	Example
<b>1. Reminder</b>	Calmly remind the rule.	“Remember we put hands up to speak.” “Remember when someone is talking, you listen.”
<b>2. Warning</b>	Clear verbal warning – choice to improve.	“This is your warning as I have noticed you are struggling to make good choices. Work quietly and do not disturb others. If I need to speak to you again it will be reflection.
<b>3. Reflection Time</b> <b>Lunchtime</b>	Quiet spot in class or just outside the classroom (5–10 min) to think and reset. <b>Stand by white fence (if outside) or Stand outside staffroom (if hall) inform class teacher</b>	Complete reflection sheet or <b>if outside thinking time 5 minutes</b> Remind children of the expectations
<b>4. if continues</b> <b>Buddy Classroom / Time Out</b> <b>Lunchtime</b>	Send to partner class for reflection <b>If lunchtime remove from playground, stand outside staffroom and inform class teacher</b>	Log behaviour on MyConcern. Complete reflection sheet ( <i>if the child hasn’t previously</i> ) – if been reported on my concern parents must be informed by teacher (see step 6)
<b>5. Restorative Conversation</b>	After lesson: discuss impact and repair, Welcome back	Use restorative conversation
<b>6. Parental</b>	Inform parent if behaviour is repeated	Teachers message home via dojo or email

<b>Contact</b>	or low-level behaviour is continuous. KS1 face to face or message home KS2 message home <i>Add action to myconcern – eg the message sent home and parent response if there is one.</i>	Year 5/6 issue behaviour point via dojo.
<b>7. SLT Involvement</b>	If the child's behaviour escalates or the behaviour is consistent or serious after step 5	SLT supports follow-up or plan. SLT make phone call home to parents

#### 4. Serious / High-Level Behaviour

##### Major behavioural issues

Behaviour	Example	Action
Physical assault: Verbal assault:	Hitting or fighting with another student or an adult.	Remove pupil from situation immediately. Inform SLT immediately Record on myconcern
Bullying:	This can include cyber-bullying or behaviour on school trips, homophobic or racist language or behaviour	Inform parents Restorative meeting – reflection log and restorative conversation. Removed from class internally suspension
<b>Possession of a weapon</b>	Bring knife to school or similar object eg screwdriver	can be a direct reason for suspension.  Record on myconcern
<b>Persistent disruptive behaviour</b>	<ul style="list-style-type: none"> <li>• Serious assault causing injury</li> <li>• repeated instances of serious rule-breaking, such as physical or verbal abuse, bullying, and defiance of school policies, that negatively impact the student's education or the welfare of others, leaving school without permission.</li> </ul>	Inform parents and a formal letter sent to parents and the Local Authority.  When child returns meet with parents and child for restorative meeting

 5. Restorative Conversation –after the reflection sheets discuss with the children involved in the incident

**When you**..... (specific action) eg *laughed at me, shouted in my face, ignored my instruction*

**I felt** ..... (Your feeling) eg *sad, annoyed, confused, anxious frustrated, scared, happy*

**Because**..... (your reason) *it made me feel stupid, I thought it was banter*

**What do you think about that?**

- All incidents beyond a verbal warning **must be logged on myconcern.**
- Inform SLT and SENCo if patterns or concerns arise.

#### Key Principles

- Stay calm and consistent.
- Focus on behaviour, not the child.
- Follow through every time consistently.
- End positively – every child gets a fresh start/restart