

# **Angram Bank Primary School**



## **Positive Behaviour Policy**

Responsibility	Governors & SLT
Date of last review:	Spring 2026
Date of next review:	Spring 2028

## Angram Bank Primary Behaviour Policy

At Angram Bank Primary School we have high expectations for pupils' behaviour and conduct and we apply these expectations consistently and fairly. This is reflected in our pupils' positive behaviour and conduct.

The ethos of Angram Bank Primary School is underpinned by the belief that each child has the right to work, play and learn in a friendly, safe and supportive environment. Equally, we believe that all members of staff have the right to deliver their professional responsibilities in such a setting.

In order to promote this, we have high expectations of the standards of behaviour in our school. Our children are aware of this as it is continually reinforced both inside and outside the classroom. A vital component in securing this is the continued support of parents and carers who help us to reinforce our values.

We aim to help our children to become well-adjusted members of society by valuing and respecting all members of our school community, and encouraging children to realise that they have to think not only of themselves, but also of others who make up the wider community.

We want children of Angram Bank Primary School to achieve their full potential, and we aim to succeed at this by encouraging them to work well both as individuals and as members of a team.

Our behaviour policy is based upon mutual respect and courtesy, which is an integral part of the values that underpin life at Angram Bank Primary School.



Our golden rules allow children across the school to become effective citizens of the school and wider community.



Our golden rules and values are made explicit through our school ethos, learning environment and the consistently high expectations of the Angram Bank community.

The shared view of staff and governors is that behaviour which does not follow our golden rules and values is dealt with appropriately. We take time to talk to children about any concerns or incidents and where necessary, these are reviewed and unpicked carefully with parents/carers to ensure that we are working together towards a solution. When appropriate, suitable consequences or sanctions will be used.

At Angram Bank Primary we believe that children should look forward to coming to school and feel relaxed and happy in their learning environment. We aim for all members of our learning community to feel proud of each other and particularly the behaviour and conduct of our children. We recognise that exemplary behaviour underpins effective teaching and allows teachers to concentrate on providing challenging, independent learning experiences for pupils which allows pupils to concentrate on their learning. All members of the learning community have a responsibility for managing behaviour in a positive manner and ensuring they act as good role models for pupils at all times. We believe that through an ethos of respect everyone in our school will be happy. We are proud of being a Trauma Informed School.

Through this policy we:

- Ensure that every child has the right to feel safe, valued and happy within the school and free from any kind of intimidation or bullying.
- Do not tolerate any kind of antisocial behaviour whether of a physical, mental or verbal nature aimed at groups or an individual.
- Address concerns about behaviour, which will be taken seriously and will always be dealt with to the best of our ability.

- Have high expectations and promote good behaviour and adopt appropriate sanctions when needed.

### Learning Behaviours at Angram Bank Primary

At Angram Bank Primary we believe that the first step in establishing a purposeful and positive learning ethos is through having a clear code of conduct for all. This is our behaviour for learning.

We believe that all children should be challenged and encouraged to reach their full potential and have their achievements celebrated. We work in partnership as a learning community to create a learning environment where everyone is valued, cared for and happy. We believe that offering our children a stimulating curriculum makes learning fun and challenging for all. Developing the social, moral, spiritual and cultural experiences of our children is threaded through our Big Bus curriculum to enable children to be successful citizens in the future. By building confidence, independence and encouraging risk taking, we are developing important life skills, a lifelong love of learning, and success for all. We have high expectations of all our children.

Behaviour for Learning is that which demonstrates the right attitude, high expectations and underpins being an effective role model and an effective learner. Pupils demonstrate this commitment to learning and positive attitudes through many ways:

- Attending school in the correct uniform and clothing with a positive attitude to learning each morning.
- Demonstrating respectful and active listening, having good eye contact when speaking, understanding the correct time to speak without interrupting others and using manners and etiquette of the classroom e.g. not shouting out
- Showing positive body language which demonstrates positive attitude to learning by sitting up smartly and attentively.
- Being polite, respectful and courteous to each other at all times and in all interactions.
- Offering regular praise and encouragement to each other and celebrating each other's success
- Showing respect for each other's beliefs, culture, ideas and opinions (taught throughout RHSE lessons)
- Coming into and leaving school in a calm and orderly manner
- Allowing learning to take place without disrupting or distracting each other
- Keeping classrooms and school resources and equipment tidy and well organised

### Promoting positive values and behaviour

We feel it is the responsibility of all to promote the right attitudes and behaviour for learning in our school. The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos is a committed team approach. All Angram Bank staff hold the following values:

- Professional attitudes which provide a role model for pupils
- Respect for all pupils as individuals

- Differentiating learning where appropriate to cater for the individual abilities, emotional, religious and cultural needs of all pupils
- Adapting the pace of the school day and delivery of lessons to be appropriate to the needs of the class
- School staff and SLT are an integral part of lunchtimes
- Skilled staff who pre-empt and make provision for children who are vulnerable or display challenging behaviour
- Modelling and maintaining high expectations of mutual respect including staff, visitors and pupils.

We also ask for parental support with maintaining high standards of behaviour in our school through parents/carers:

- Supporting the schools behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate.
- Encouraging respect for their child's school, staff and their child's classmates
- Showing respect and support the school's Anti Bullying policies
- Working in collaboration with school staff to resolve any behaviour issues that may arise

### Rewarding positive behaviour choices

At Angram Bank, good behaviour is recognised and rewarded in a variety of ways:

- Stickers and stamps
- Class reward systems (e.g. Class DoJo)
- Positive praise
- Certificates
- Celebration assemblies
- Positive behaviour postcards sent home
- Seesaw learning platform
- Positive behaviour charts
- Values key fobs

### Consequences and Sanctions

Low level disruptive behaviours may result in the loss of playtimes so that children can reflect upon their inappropriate choices and the behaviour chart is used to make this explicit to support the child to make the right choices.

Conduct which gives serious cause for concern will involve a meeting with the head teacher or assistant head teacher and parents/carers. Pupils may be placed on a home/school report by the class teacher and will be monitored on a regular basis by the head teacher or assistant head teacher.

### Internal Exclusion

On occasions where persistent disruptive behaviour has not been modified, after a consultation with parents, an internal exclusion may take place.

This involves the child being isolated from their class for a set period of time.

## Exclusion

Fixed term exclusion may be used for persistent, unacceptable behaviour and the advice of outside agencies may also be sought. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education.

- *The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*
- *Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.*
- *Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.*
- *The behaviour of a pupil outside school can be considered grounds for an exclusion.*
- *A decision to exclude a pupil permanently should only be taken:*
  - *in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*
- *Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the head teacher should consider whether exclusion is providing an effective sanction.*

**Exclusion from maintained schools, academies and pupil referral units in England  
Statutory guidance for those with legal responsibilities in relation to exclusion**

**September 2017**

**Department for Education**

We endeavour to ensure that everyone; children, parents, staff and governors know our policy and can work to ensure that each child's primary school life is happy and secure. As a school we are determined that all children have the right to learn without distractions.

## Government Guidelines on Behaviour in Schools

We have adopted the following Government **guidance** (The Department for Education, Behaviour and Discipline in Schools, January 2016) **Statutory Guidance**

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)