

Cedars Park Primary School



“No limit to learning”

Positive Behaviour policy

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Introduction:

The policy principally relates to the pupils within our school but it is important to recognise that the principles set out here relate to the positive relationships and behaviour of all; this includes amongst staff. This policy should be read in conjunction with the school's Safeguarding and Special Educational Needs Policies.

Aims, Expectations and Principles:

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

The aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. We aim to help our pupils become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than simply deter poor or anti-social behaviour.

We promote this through:

- Fostering a sense of community
- Providing a warm and supportive climate
- Involving the whole school community in establishing rules and expectations
- Celebrating success
- Praising positive behaviour
- Maintaining high expectations for all

Central to this policy is 'choice'. We refer to 'good choices' (which lead to good consequences) and choices which are bad (which lead to negative consequences, based around the school agreed system of warnings). There are two key reasons for using the language of 'choice':

- It promotes self-management of behaviour and enables some reflection of what behaviour choices exist(ed). It is intended that pupils will see that there are always different behavioural options.
- It avoids labelling pupils. Instead, we refer to choices we all make and that we should always try to make the right choice. (See Appendix 1)

Praise is key to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. Throughout the school, all stakeholders (staff, pupils, parents and visitors)

should aim to 'catch' and praise good behaviour. It is important to maintain this as it is easy for pupils who consistently make good choices to become 'invisible'.

Roles, Rights and Responsibilities:

Pupils:

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow the three simple school rules to avoid making 'bad choices':

A – Always give 100%

B – Be healthy and safe

C – Care for and respect everyone and everything

At Cedars Park Primary School, we believe that children should become effective learners, by developing the following skills:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

These core values are embedded into the behaviour and choices children make every day.

Class Teacher:

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. This will be done using the class 'zone boards' (See photo in Appendix 2)

With these principles in mind, specific responsibilities of the class teacher are to:

- Praise children on an individual/group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- Follow our reward systems, making explicit why: always state what rule has been broken
- Display the classroom rules and class 'Zone boards' so that these can be referred to - this can help when praise or a warning is being given
- Be consistent with all consequences using the zone boards
- Treat each child fairly, with respect and understanding
- Apply these principles, roles and responsibilities with their own class and around the school including the main hall during assembly times and lunchtimes
- Be a positive role model by demonstrating positive relationships with everyone in school
- Keep a record of how many gold awards children have achieved, as well as the quantity of times a pupil has moved into the orange and red zones. (Parents are notified if their child ends

the day in the red zone by a conversation at the end of the school day, or a telephone call from the class teacher)

- Record behaviour incidents (e.g. when a child moves to red or consistently to orange on the zone boards) using the school's agreed system (Arbor), where incidents are monitored by the School's Behaviour leader for evaluation and identification of next steps.
- Where a behaviour incident raises a safeguarding concern, it will be logged in accordance with the school's Safeguarding and Child Protection Policy and referred to the DSL.
- Having followed regular agreed procedures and consequences, seek help and advice from colleagues, for example, the Senior Leadership Team.
- Liaise with external agencies as necessary to support and guide the progress of each pupil, for example, a social worker or Special Education Services.
- Report to parents about the pupil's social and emotional aspects of school life, including behaviour and relationships.
- Seek advice from the Raising Standards Leaders and plan interventions as appropriate.
- Share any behavioural issues with the Raising Standards Leaders through phase meetings. They will then speak to the SENCO or Behaviour Leader, if required.

Support Staff:

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Principal and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in acknowledging pupils behaving well and verbalising how well a pupil has behaved, however only class teachers or Higher Level Teaching Assistants (HLTA) with whole class responsibility can move children up or down the Zone Board. Other staff should give feedback to the teacher or HLTA if it is felt a move is required.

All staff directly involved with dealing with serious behavioural issues are to log these incidents on Arbor. Staff should seek advice from class teachers if they are unsure about whether a behaviour incident requires logging or not.

Behaviour Leader

In addition to the above, it is the responsibility of the Behaviour Leader to:

- To track, monitor and report on behaviour and provide data for SLT and Local Improvement Board members (via termly School Improvement Reports).
- To coordinate the effective implementation of the school's Positive Behaviour Policy.
- To work directly to monitor and improve pupil engagement and involvement in lessons.
- To liaise with parents/carers on behavioural issues where these have escalated beyond the class teacher and Raising Standards Leader.
- To provide behavioural support and training to staff through CPD.
- To attend risk assessment and review meetings for vulnerable learners

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- Safeguard and promote the general wellbeing and health of individual pupils and of any class or group of pupils.

Principal:

In addition to the above, it is the responsibility of the Principal to:

- Support the staff in implementing the policy, including the above objectives, and by setting the standards of behaviour
- Implementing this policy consistently throughout the school from Reception to Year 6, and to report to governors, when requested, on its effectiveness
- Ensure the health, safety and welfare of all pupils in the school
- Maintain records of all reported serious incidents of misbehaviour
- Issue fixed-term exclusions to individual pupils for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Headteacher, with support from the Trust, may permanently exclude a pupil. Both these actions are only taken after the school Local Improvement Board have been notified.

Parents:

All parents will receive a 'Zone Board' information booklet that summarises the behavioural strategies used throughout school. (See Appendix 3)

The school works collaboratively with parents so pupils receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents of negative and positive behaviours verbally and through the use of Cedars Stars postcards. In addition, children receive a 'Gold Award' sticker each time they end the day in the gold zone on the zone board. After ten 'Gold Award' stickers, children receive a 'Gold Award Card'.

We expect parents to:

- Be aware that we have school rules and to support them
- Co-operate with the school
- Support their pupil's learning
- Support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any behavioural concerns about their child, they should initially contact the class teacher. If the concern remains, they should contact the Raising Standards Leader. If the concern is still unresolved parents should contact the Behaviour Leader. If these discussions do not resolve the

issue, parents should follow the complaints procedure set out on the school website (a copy can be requested from the school office).

Where a pupil shows repeated challenging behaviour, parents may be invited to a behaviour planning meeting to co-develop supportive strategies and ensure consistency between home and school.

Local Advisory Board:

The Local Advisory Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Local Advisory Board members support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement this policy, but Local Advisory Board members may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters regarding behaviour.

Rewards and Positive Consequences for individuals:

As mentioned above, all adults praise pupils for good behaviour. This is done in a variety of ways:

- Verbal praise will include frequent use of encouraging language and gestures, both in lessons and around school.
- Stickers and stamps
- Showing and telling good news to each other and about each other
- Movement of children's pictures to the silver and gold zones on the zone board (a move to silver earns that child 2 House Points, whilst a move to Gold warrants 3 further House Points)
- When a child is on the gold zone at the end of the day, they receive a gold sticker. 10 gold stickers earn them a Gold Award Card which can be exchanged for a reward (see Appendix 5)
- 'Cedars Stars' in weekly celebration assembly
- Displaying work around the school and through achievement assemblies for parents and the community
- Friday Assembly – this is an opportunity to publicly celebrate the good choices pupils have made in school in relation to the three school rules, this could include examples of good work they have been producing.
- Key Stage Assembly - it is also important to celebrate achievements out of school in order to promote a wider range of interests and recognise pupils' wider talents.

Attendance is also rewarded. We reward children in class each week who have 100% attendance and also, as part of our weekly celebration assembly, the class with the highest attendance % for the week. In addition, we give half-termly certificates to pupils for 100% attendance.

Rewards and Positive Consequences for Houses:

When children join Cedars Park Primary School they will become a member of a 'House'. The four houses are called:

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- Chestnut (red)
- Pine (green)
- Elm (purple)
- Oak (yellow)

Within the houses, children will take part in a range of team based activities that will accumulate points throughout the year. These include events such as:

- Spelling Bees
- Times Tables challenges
- Book 'Mastermind' competition
- Sports Day and Inter-house sporting tournaments
- Whole school enterprise challenges

Children can also achieve house points individually for:

- Consistently completing homework tasks to a high standard and undertaking further learning at home, independently
- 100% attendance each term
- Excelling at extra responsibilities throughout school, e.g. young librarians, young leaders, gardeners, school council, ICT Ambassadors
- Demonstrating our core values of leadership, organization, resilience, initiative and communication

Parents will be made aware of the House Point System and will be issued with an information booklet when their child starts school. (See Appendix 4)

Sanctions and Negative Consequences:

Under the Education Act 2006 schools have a statutory power to impose sanctions. These must be reasonable and proportionate to the circumstances of any given incident.

The Act allows for teachers and other school staff to discipline pupils. In our school these adults are defined as:

- All teachers
- Other staff in charge of pupils such as Teaching Assistants and Higher Level Teaching Assistants and Midday Supervisors
- Adult volunteers, who may come into school on a regular basis or on a temporary arrangement, such as a school visit or whilst providing extra support during activities inside school

The Act clearly allows school staff, including the adults mentioned above, to have statutory authority to punish pupils:

- whose behaviour is unacceptable
- who break school rules
- who fail to follow a reasonable instruction

Staff at Cedars Park clearly and consistently employ a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy relationships can flourish.

We have just three school rules. These are:

A – Always give 100%

B – Be healthy and safe

C – Care for and respect everyone and everything

We have a sequence of consequences if someone breaks a rule:

1. A reminder about behaviour and choices by the class teacher (use of the class zone board to move a child from the green zone, to orange).
 - Five minutes off break as a consequence of being in the orange zone.
2. In the case of extreme persistence of low level disruptive behaviours, or more serious ones, pupils should be moved to the red zone, resulting in parents being notified on the day of the incident.
 - It is important to note that if a child moves to the red zone, they can move out of this zone if an improvement in behaviour is noticed. If this occurs, the child can only move as high as the silver zone.
 - Each day the zones will be reset with all children starting a new day in the green zone.
3. If a child is placed on red, they may: have time out of class; a **minimum** of 15 minutes of lunch break missed; and spend time with a senior member of staff as possible consequences.
4. If a child is persistently in the red zone, the pupil sees the Principal who will also inform parents either face to face or a phone call home at the end of the school day.

For those in Key Stage Two, children may be kept inside for the whole of lunchtime with any Senior Member of staff. In addition, pupils may also be placed on 'report' (see appendix 6), where they 'check in' with either the Phases Leader, Behaviour Leader or Principal, after each session, in order to check in and show that they are making positive choices. Parents will always be informed when children reach this stage.

Serious misbehaviour, for example, being disrespectful to staff, or fighting is very rare. However, such behaviour would mean warnings start automatically at 3 on the above list. Parents may be informed earlier if there is a **pattern of warnings** being given to the child for persistent, low-level, disruptive behaviour. We contact parents so that a consistent message can be given to the pupil from both home and school.

We recognise that there are occasionally overriding circumstances but these are rare and so variation from the warning system is rare. This is to maintain their effect and impersonal nature.

The school expects pupils to do their best in all activities. If they do not do so, they may be asked by their teacher to repeat or complete a task (at home or during break or lunchtime).

The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of themselves and/or others, the class teacher may stop the activity/lesson and prevent the child from taking part for the remainder of the lesson.

The school does 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.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not physically chastise or push children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Key staff receive training in the correct use of restraint. This training is updated at the required interval.

Where appropriate, we encourage pupils to reflect on the impact of their behaviour and restore relationships through structured conversations with staff or peers. This may include apologies, restorative discussions, or agreed actions to repair trust or harm caused.

Appendix 9 provides a list of examples of Orange and Red behaviours.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND):

At Cedars, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

As part of our graduated response, we will always consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance.

Where appropriate, we will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. In addition, we will seek to try and understand the underlying causes of behaviour and whether additional support is needed and then put this in place where appropriate.

Behaviour Outside of School Premises:

The school has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

The school will apply sanctions in line with those set out above for incidents outside of school where appropriate.

Conduct outside the school premises, including online conduct, that school may sanction pupils for include misbehaviour:

- when taking part in a school-organised or school related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

Behaviour Incidents Online:

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

At Cedars Park, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where the school suspects a pupil of criminal behaviour online, we will follow the guidance on suspected criminal behaviour. When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.** However, often incidents that occur online will affect the school culture. At Cedars, we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Searching, Screening and Confiscation:

For full details and guidance on this subject, please refer to the schools separate Searching, Screening and Confiscation Policy.

However, within this behaviour policy, the following items are prohibited in school and, as such, the Principal, and staff they authorise, have the statutory power to search a pupil at Cedars Park if they have reasonable grounds to believe that a pupil may have one of the following prohibited items:

- a mobile phone that has not been signed in as per the school policy;
- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- e-cigarettes or vapes;
- fireworks; and
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - ❖ to commit an offence, or
 - ❖ to cause personal injury to, or damage to property of; any person (including the pupil).

Fixed-term suspensions and permanent exclusions:

Fixed-term suspensions and permanent exclusions will always remain the most serious sanction in the school. These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion. This is to allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child's behaviour is a complex situation.

Only the Principal or Vice Principal have the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Principal suspends a pupil, the parents are informed immediately, giving reasons for the suspension. At the same time, the Principal informs the parents that they can, if they wish, appeal against the decision to the Local Improvement Board.

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The Principal informs the LA and the Local Improvement Board about any permanent exclusion, and about any fixed term suspensions beyond five days in one term. The Local Improvement Board itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The Local Improvement Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Local Improvement Board.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Local Improvement Board's appeal panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Prejudice and Prejudice-Based Bullying:

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We treat all bullying incidents equally seriously (see separate Anti-Bullying Policy). We keep a record of different prejudice-related incidents and provide a report to the LIB about the numbers, types and seriousness of prejudice-related incidents at our school and how we deal with them. We review this data termly and take action to reduce incidents.

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims.

All incidents should be reported to the Principal. The Principal is responsible for reporting incidents to the Trust if appropriate. The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects.

Signposting to External Support Agencies:

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying:

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The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

www.anti-bullyingalliance.org.uk

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

<https://www.antibullyingpro.com/>

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. For our Parent Advice Line call 020 7823 5430 (Mon-Tues, 10am-5pm)

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. www.bullyinginterventiongroup.com

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

<https://restorativejustice.org.uk/>

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools. <https://www.childnet.com/>

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world. <http://www.digizen.org/>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. <https://www.thinkuknow.co.uk/>

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. 0800 1000 143

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. <http://www.schools-out.org.uk/training.htm>

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

<https://www.stonewall.org.uk/>

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. <https://www.mencap.org.uk/>

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

<https://www.antibullyingalliance.org.uk/sites/default/files/field/attachment/cyberbullying-and-send-modulefinal%281%29.pdf>

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied. <https://www.minded.org.uk/>

PSHE Association – guidance and lesson plans on improving the teaching of mental health Issues. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/psheassociation-lesson-planning-tool>

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

<https://annefrank.org.uk/contact/>

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

<https://educateagainsthate.com/>

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/england>

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. <http://www.kickitout.org/>

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

<https://tellmamauk.org/>

Monitoring:

The Principal and Behaviour Leader monitors the effectiveness of this policy on a regular basis. This is reported to the Local Improvement Board and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour using Arbor. The class teacher (and other staff) records incidents with reference to the warning system. A record of any serious incidents that occur at break or lunchtimes is also kept. The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Racial, homophobic or any 'hate' incidents must be recorded.

It is the responsibility of the Local Improvement Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal Opportunities:

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgmental way.

Links to National Guidance

This policy is informed by:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2022)

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- *Suspension and Permanent Exclusion from Maintained Schools, Academies and PRUs in England* (DfE, 2023)
- *Searching, Screening and Confiscation: Advice for Schools* (DfE, 2022)
- *Keeping Children Safe in Education* (2024)
- *Equality Act 2010*
- *Education and Inspections Act 2006*

Review:

This policy will be reviewed every year as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

Appendix 1: The Language of Choice

Step 1 – Statement of reality (tell them what you see)

‘Ricky, you’re climbing over the fence.’

Never ask a child why they are doing what they are doing. It is confrontational and you don’t actually need to know why they are doing it – they just need to stop.

After hearing you use a statement of reality, most children will quickly do something to change the behaviour without having to move further down the script. Remember you have to give them ‘take-up time’ to do this rather than stand over them which, again, can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 – Describe the behaviour you want to see, ending the statement with a ‘thank you’

‘Ricky, you need to collect the ball by using the gate – thank you.’

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

(Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.)

Step 3 – Statement of choice

If they still do not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out, and you must deliver consequences or the child will learn that you do not follow threats through.

‘Ricky, if you choose to continue to climb over the fence then you’ll lose two minutes off your lunchtime. It’s your choice.’

Although it’s easier said than done, you must remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, the child will pick up on your tone and may well be aggressive back which will make the situation worse.

If, after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it’s good to do the right thing

and that you are pleased that they have made the right choice. Children love to be praised, even though they may not show it.

'Well done Ricky, you made the right choice.'

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, follow through with the consequences you stated.

Don't give in to protests as you carry out the consequences – if you are consistent, the methods outlined will work. You could repeatedly say, for example, *'In our school, we keep hands and feet to ourselves'*, which reminds them of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 2: Photograph of a Zone board



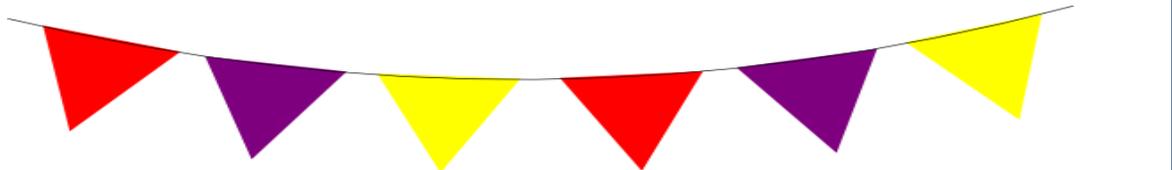


Cedars Park Zone Boards



An explanation for parents.

The Zone Boards promote positive attitudes to learning and encourage positive learning behaviour. They make classrooms happier and successful Learning Environments. Please find enclosed all you need to know about our Behaviour System.



Positive Behaviour

Most behaviour in our school is good to excellent, cooperative and appropriate.

A Zone Board is an immediate, visual tool to help pupils aim high and understand what is expected of them in school on a daily basis.

The boards have 5 coloured zones starting with gold at the top, then silver, green, orange and then red at the bottom of the board.

The largest zone on the board is the green zone. This will have photographs of each child on it at the beginning of every day. Staff are encouraged to regularly praise the children who are staying in green by doing the right thing, and making positive choices.

The School Rules will be displayed in every room of the school.

Children are taught that by following the School Rules they are rewarded for achievement and behavior.

How the Zone Board works

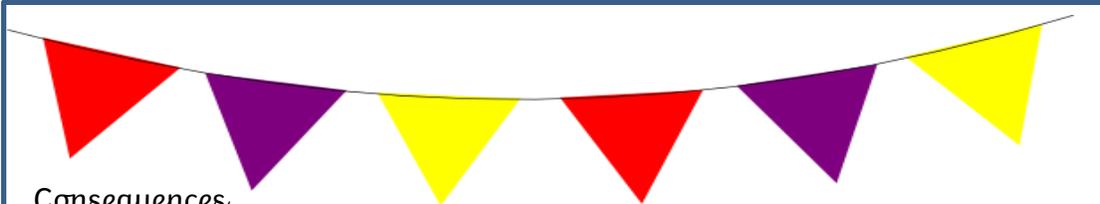
The children will all start the day with their photograph in the green zone.

The class teacher or HLTA (Higher Level Teaching Assistant) may decide that a child has been doing so well that their picture is moved to the silver zone, and then the gold zone.

If a child fails to keep the School Rules, an adult will give them a verbal warning, subsequently, if the child's behaviour does not improve, their picture will be moved to the orange zone on the board.

The child will then be encouraged to make the right choice.

When the child chooses to demonstrate appropriate



Consequences

Following a move to the orange zone, it is very occasional that children will still choose to continue to ignore the School Rules. When this happens, the child's picture will go in to the red zone.

Being in the red zone always leads to further consequences (please see our Behaviour Policy for further information). The children will be told what the consequences are if they go in to the red zone. At any stage, if the child decides to cooperate with the Code of Conduct, their name will move back up the board to orange, then green and so on.

A pupil who has been in the red zone can only climb as high as the silver zone on the same day.

Teachers will inform parents at the end of the day if their child has ended the day in the red zone.

Rewarding Excellence

At the end of each day, each class will have a small celebration where children in the silver zone will be recognised, and children in the gold zone will receive a Gold Award sticker.

When a child has received 10 Gold Award stickers, they will be presented with a special Gold Card in the weekly celebration assembly on Friday (from Year 1 onwards). This can then be exchanged for a reward.

All children's pictures will return to the green zone at the end of the day, in readiness for the following day.



Please support your child by encouraging them to learn and respect the 'Cedars Park ABC' School Rules to promote a positive Learning Environment.



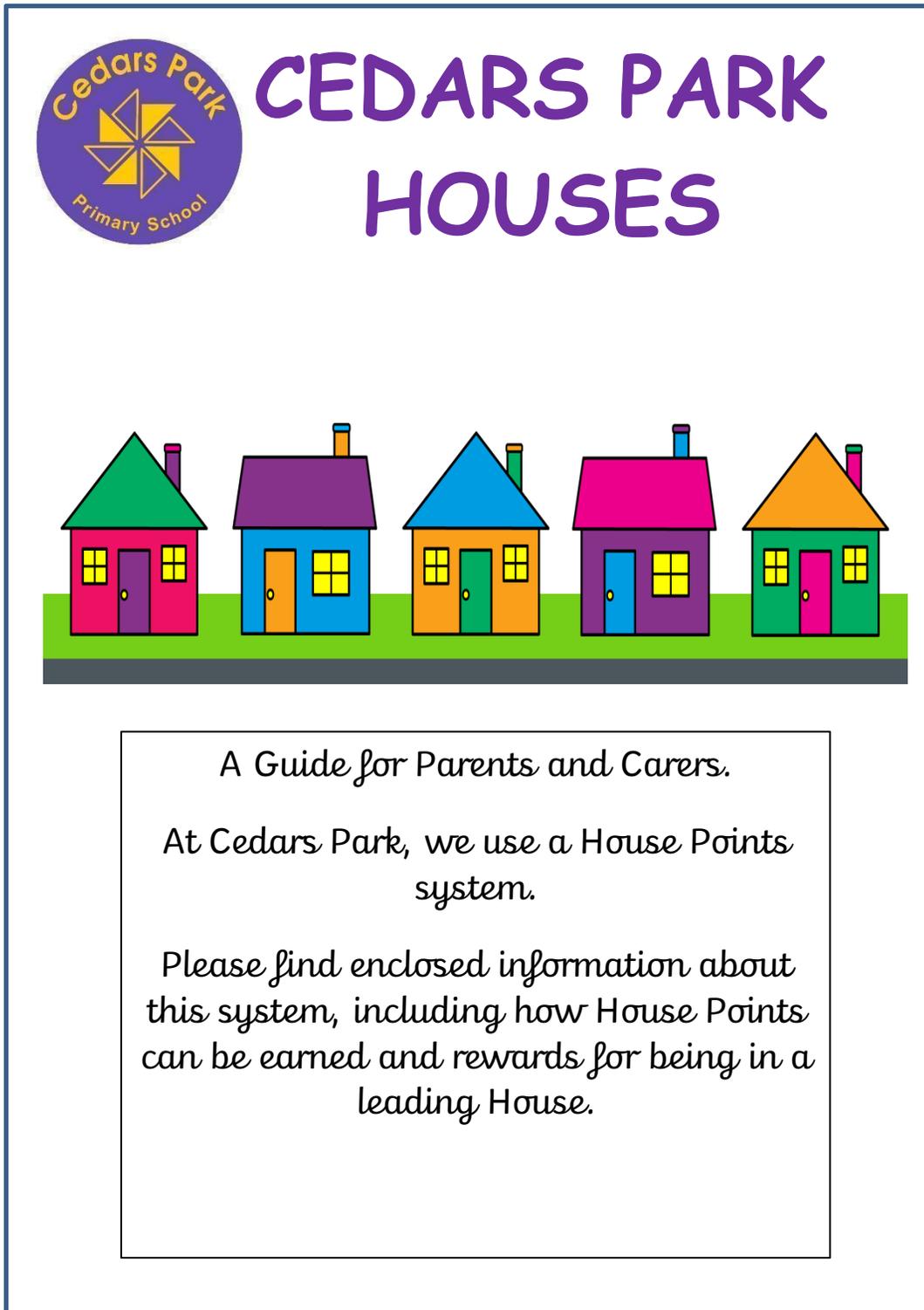
Our Cedars Park **ABC**



A lways give 100%

B e healthy and safe

C are for and respect
everyone and everything





The House System

When a child begins at Cedars Park they will become a member of a 'House.' The four house names are based on four trees, and each house is assigned a colour. The four houses are called:

- Chestnut (red)
- Pine (green)
- Elm (blue)
- Oak (yellow)

Each house is made up of children across the school, from Reception to Year 6. Siblings within the school will be placed in the same house, so that team events can be completed together. Within the houses, children will take part in a range of team-based activities that will accumulate points throughout the year.

Children can also achieve house points individually for:

- Being on Silver or Gold.
- Lining up and walking smartly with pride towards staff and visitors.
- Completing homework and carrying out further learning at home.
- Committing to extra responsibilities throughout school, i.e. young librarians, young leaders, lunch time support.
- Supporting peers in class and around the school.
- Actively contributing to class 'Learning Wall's through sharing work or asking questions.
- Demonstrating our school values of: leadership, organisation, resilience, initiative and communication.

House Rewards

Throughout the year, the House Points totals will be calculated, and the children will be able to receive the following rewards:

Weekly:

Year 6 House Captains reveal the House Points each week during Celebration Assemblies.

Termly Rewards could include one of the following:

Non Uniform Day

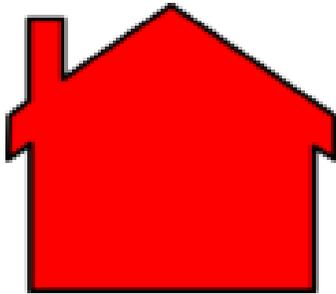
Celebratory mentions in the School Newsletter and Website.

The winning House at the end of each term receives the special House Cup trophy!

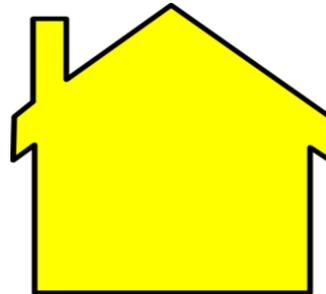




THE HOUSES



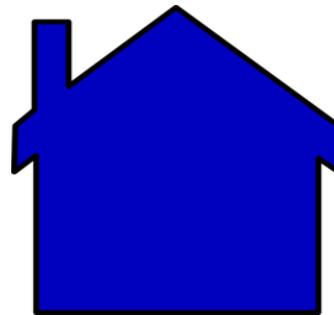
Chestnut House



Oak House



Pine House



Elm House

Appendix 5: Gold Award Card Rewards

Gold Award 1 (10 Gold Awards)	Gold Award 2 (20 Gold Awards)	Gold Award 3 (30 Gold Awards)	Gold Award 4 (40 Gold Awards)	Gold Award 5 (50 Gold Awards)	Gold Award 6 (60 Gold Awards)
Library Lunch	Library Lunch	Library Lunch	Library Lunch	Library Lunch	Library Lunch
Lucky Dip	Lucky Dip	Lucky Dip	Lucky Dip	Lucky Dip	Lucky Dip
	Gold Award Lunch Equipment	Gold Award Lunch Equipment	Gold Award Lunch Equipment	Gold Award Lunch Equipment	Gold Award Lunch Equipment
		Lunchtime Colouring	Lunchtime Colouring	Lunchtime Colouring	Lunchtime Colouring
			Play a Board Game at Lunchtime with a Teacher	Play a Board Game at Lunchtime with a Teacher	Play a Board Game at Lunchtime with a Teacher
				Seasonal Cooking Activity with Mr Main (e.g Autumn 2 making mince pies for Christmas or Spring 2 cooking with chocolate for Easter)	Seasonal Cooking Activity with Mr Main (e.g Autumn 2 making mince pies for Christmas or Spring 2 cooking with chocolate for Easter)
					Golden Afternoon Tea with Headteacher (takes place in Summer 2)

Appendix 6: Upper Key Stage 2 Behaviour Report Card

**Cedars Park Primary School
UKS2 Behaviour Report Card**

Name: Class: Date:

	8.45-10.45	Break	11.00-12.10	Lunch	1.00-2.00	2.00-3.00	SLT sign & comment	Parent sign & comment
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

This card must be given to your teacher to be completed at the end of each session.

Appendix 7: Additional Sanctions for Year 6 in Summer 2 Post SATs

Pupils in Year 6 are expected to continue demonstrating our school values post SATs. Participation in the Leavers' Party is a reward for consistent positive behaviour. Where a pupil shows persistent or serious behaviour issues, adjustments to this privilege may be discussed with the family in advance.

Following the SATs tests, the following additional sanctions will be put in place:

- If a child is moved to Orange on the Zone Board, that child will miss 2 minutes of the Year 6 Leavers' Party for each incident.
- If a child is moved to Red on the Zone Board, that child will miss 5 minutes of the Year 6 Leavers' Party for each incident.
- If a child has an internal suspension, they will miss 15 minutes of the Year 6 Leavers' Party.
- If a child has a fixed term suspension, they will not be allowed to attend the Year 6 Leavers' Party.

The above sanctions will be put in place by class teachers and Raising Standards Leaders. It will however, be at the discretion of the Behaviour Lead and the Principal to look at individual cases and put in place additional sanctions beyond those indicated above should it be deemed appropriate.

Appendix 8: Use of Physical Intervention

There are multiple occasions where physical contact/intervention with a pupil is entirely appropriate. Such as:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

(DfE Guidance 2013)

It is also appropriate for staff to use physical intervention/reasonable force for the purpose of preventing a pupil from doing or continuing to do any of the following.....

- committing any offence
- causing personal injury to, or damage to the property of any person (incl. the pupil themselves) or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

(Part 7, Section 93, The Education and Inspection Act 2006 DfE guidance Use of reasonable force (17th July 2013))

At Cedars Park, the use of physical intervention or force will always be reasonable, in that, it must be deemed necessary and proportionate and it will always be used as a last resort.

Where can reasonable force be used?

a) staff and pupil on the school premises at which education is provided for the pupil (Pupil needn't be registered at that school. Could be a pupil from another school); or

b) off school premises but are in lawful control or charge of the pupil (e.g. school visit)

Who may use it?

Any member of staff who has lawful control or charge of the pupil concerned.
(The Education and Inspection Act 2006 DfE guidance Use of reasonable force.)

Appendix 9: Orange and Red Behaviours

In the following table are a list of examples of Orange and Red behaviours. This is not an exhaustive list but is intended for illustration:

Orange	Red
Low level disruption in the classroom e.g. calling out or distracting others	Persistent low level classroom disruption
Misuse of equipment	Being disrespectful to an adult
Rough Play where all parties are involved	Being physical with others
Throwing things	Damaging property
Unkind behavior to another child	Exiting the classroom without permission
Not following adult instructions	Physical aggression and intimidation
Purposefully drawing attention to themselves to distract others	Persistently refusing to follow adult instructions
Being unsafe e.g. swinging on their chair	Persistently being unsafe
Lack of engagement with their learning including incompleteness of tasks in lesson time	Prejudicial Behaviour (e.g race/faith/gender)
Disrespectful towards others	Verbally Abusive including swearing