



Argyle
Primary
School

Behaviour and Motivation Policy 2026-27

**Agreed by FGB: May 2026
Review Date: May 2027**

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1. Statement of behaviour principles

At Argyle we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Behaviour and Motivation policy echoes our core values and works in conjunction with the Argyle Code and Argyle Adventure, both of which encourage positive behaviours in class and in wider school life.

It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022, update - Feb 2024)) and is evidence-informed, using guidance and research from a range of sources including the Education Endowment Foundation.

2. Aims

- To ensure that the school provides a calm environment in which all children feel safe, valued and are able to learn.
- To teach children the social behaviours and conventions that promote positive relationships and enable children to thrive in school and in society as a whole.
- To ensure a consistent, positive approach to behaviour management throughout the school.
- To set out procedures for dealing with and supporting children who are displaying behaviours that are not conducive to learning and positive relationships.
- To ensure that staff are supported to build relationships and implement policies in line with a Trauma Informed Practice (TIP) approach.

Argyle is a UNICEF Rights Respecting School (Bronze level). Our approach in this policy reflects our commitment to the United Nations Convention on the Rights of the Child (UNCRC).

3. Ethos

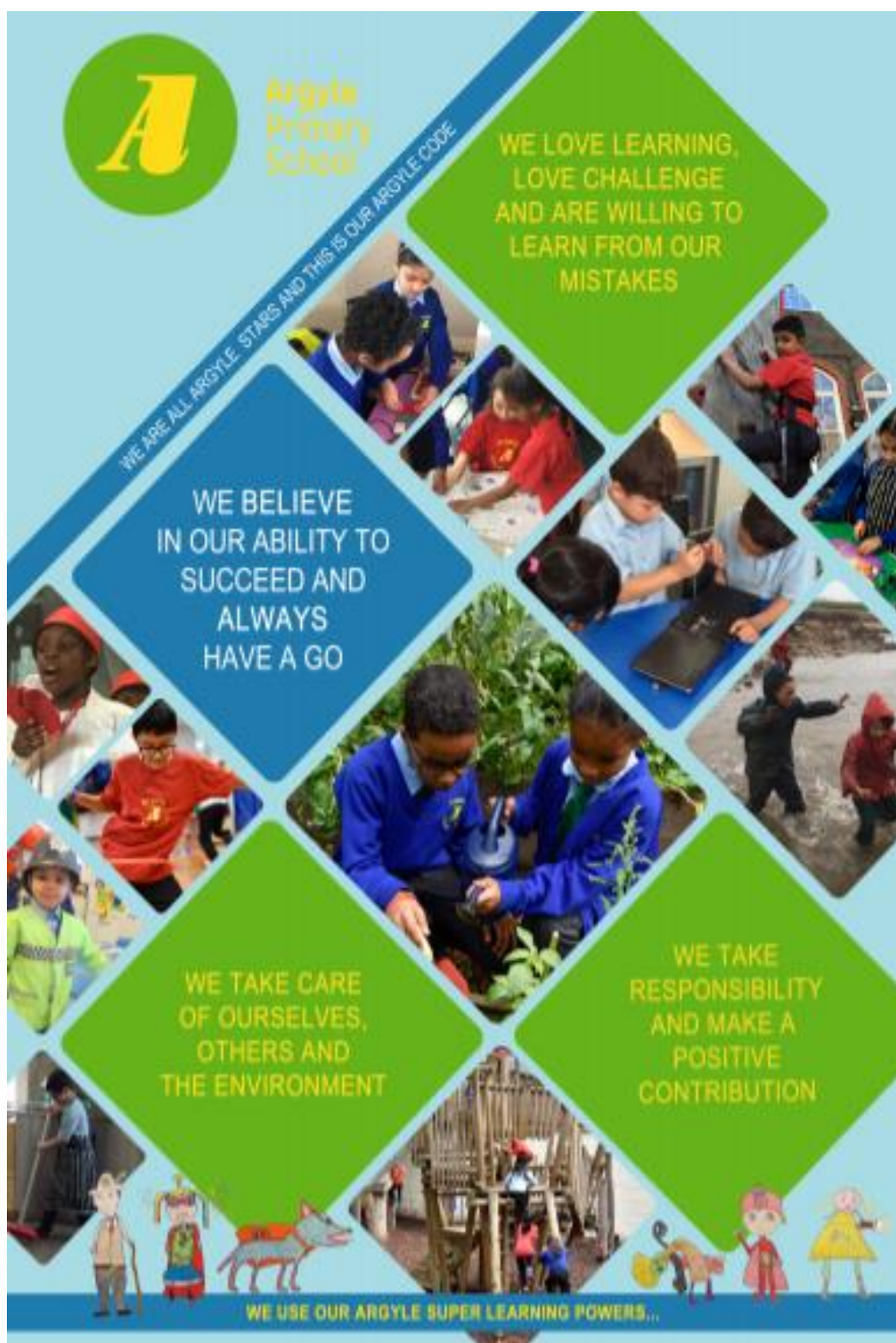
This policy promotes and supports positive behaviour.

We know that children are most successful when they have a positive attitude to school and engage actively with staff, peers and opportunities. Our Vision statement 'The Argyle Code' (see below) makes this expectation clear to parents and pupils.

We promote positive behaviour by:

- Treating children fairly and sensitively, listening to them, hearing both sides of disputes and helping children sort out their problems in a supportive way;
- Understanding the potential impact of trauma on children's behaviour and relationships;
- Understanding that it is the responsibility of all of us to set positive examples of behaviour, hard work and respect;
- Celebrating children's achievements and successes;
- Exploring values (through value of the month assemblies) such as:
 - Cycle 1 - Excellence, Kindness, Compassion, Respect, Drive, Responsibility, Self-Control, Positivity, Empathy, Collaboration and Courage;
 - Cycle 2 - Fun, Love, Honesty, Friendship, Kindness, Patience, Wisdom, Thankfulness/Gratitude, Self-belief, Fairness, Forgiveness;

3.1 The Argyle Code



The poster features a central diamond-shaped collage of photos showing students in various school activities: a boy reading, a girl in a red shirt, students at a table, a boy on a laptop, a boy in a red hoodie, a boy in a blue sweater working with a plant, a boy in a yellow jacket, a boy sweeping, and a boy on a playground. The background is light blue with green and blue diamond shapes containing text.

Argyle Primary School

WE ARE ALL ARGYLE STARS AND THIS IS OUR ARGYLE CODE

WE LOVE LEARNING, LOVE CHALLENGE AND ARE WILLING TO LEARN FROM OUR MISTAKES

WE BELIEVE IN OUR ABILITY TO SUCCEED AND ALWAYS HAVE A GO

WE TAKE CARE OF OURSELVES, OTHERS AND THE ENVIRONMENT

WE TAKE RESPONSIBILITY AND MAKE A POSITIVE CONTRIBUTION

WE USE OUR ARGYLE SUPER LEARNING POWERS...

3.2 We aim to motivate children via our promise to them to make learning an adventure –‘The Argyle Adventure’.

Argyle Primary School

JOIN THE ARGYLE ADVENTURE!

CREATE
A MOSAIC, PAINT A SILK SCREEN AND RECREATE AN IMPRESSIONIST MASTERPIECE

**OBSERVE
HYPOTHESISE
INVESTIGATE AND
CONCLUDE**

LEARN
LATIN, MEET YOUR SWEDISH PEN PAL,
VISIT
BONSALL VILLAGE
CAMP
UNDER THE STARS

**EXPLORE
WOODS
RIVER BANKS
AND THE SEASIDE**

**WORK WITH
ORCHESTRAS
SCIENTISTS
BARRISTERS
ARCHITECTS
AND DOCTORS**

**GROW A PLANT
HARVEST IT
COOK IT
AND EAT IT**

**CONFIDENTLY
SHARE YOUR OPINIONS
SPEAK
TO AN AUDIENCE
RECITE POEMS
AND TAKE PART IN
DEBATE**

**READ
BEAUTIFUL
BOOKS
EXPLORE THEIR
MEANING
AND THEN READ SOME
MORE!**

**SING, CLAP,
DRUM,
PLAY AN
INSTRUMENT
AND BE IN AN
OPERA**

**SKIP, SWIM,
JUMP, CLIMB,
DANCE
AND RUN MANY
MILES!**

**MEET NEW PEOPLE
AND MAKE
LOTS OF FRIENDS**

**COLLABORATE
COMMUNICATE
PARTICIPATE
AND PUSH
YOURSELF**

**RECYCLE,
VOTE, BE A
ROLE MODEL
AND
A BUDDY**

DON'T MAKE ANY EXCUSES; DON'T LET ANYTHING HOLD YOU BACK!

4. Promoting Positive Behaviour

High standards of behaviour in the classroom, playgrounds and around the school, are dependent on the culture and positive relationships that all staff establish and maintain. The promotion of positive behaviour is on-going and needs to be part of every staff member's job on a daily basis. Well-prepared, appropriately challenging and stimulating lessons generate good behaviour. High standards of organisation (in the classroom, playground, dining room, on school trips and in assemblies) will support children's learning and behaviour.

Whilst implementing our behaviour systems, rewards and sanctions, adults should take care to make links with learning and to give equal attention to learning as to behaviour. If learning is appropriate to children's needs and if they are challenged to complete learning to a high standard, discussions about learning can have more impact than repeated discussions about behaviour. Strong routines and clear expectations around behaviour are essential -they support learning but equally an emphasis on learning and high-quality pupil outcomes can support improved behaviour and effort.

All staff are expected to:

- Establish positive relationships with all pupils;
- Use the Argyle Code as the basis of a class code of conduct which is referred to throughout each day;
- Establish routines so that children always know what is expected of them;
- Use Zones of Regulation (see appendix 1) to support children to recognise and manage their emotions;
- Give more attention to positive behaviour than to inappropriate behaviour;
- Create an atmosphere of trust so children know who they can and should talk to;
- Deal with any incidents of bullying, harassment and discrimination seriously;
- Understand that the following behaviours are unacceptable at Argyle:
 - Humiliating
 - Shouting
 - Blanket punishment
 - Over punishment
 - Sarcasm
 - Labelling children

5. Motivating and rewarding

At Argyle we follow the 'Stay on Green' system (appendix 2) to encourage positive behaviour within our school environment. This system acknowledges all children's positive behaviour and rewards appropriate behaviour on a daily basis (via a star for every child on green) as well as recognising children who 'go the extra mile'. It is a key strategy for giving more attention to ongoing good behaviour than to negative behaviour. 'Stay on Green' is only effective, however, when all staff regularly praise those on green and follow through with daily stars.

Every child who is on green at the end of the day is given a star. In addition to this, teachers may choose to award a 'Super Green' card on the Stay on Green chart (appendix 3) to children who have gone above and beyond the expectations of green. Children on 'Super Green' are awarded 2 stars at the end of the day.

Children are further motivated by the opportunity to earn Bronze, Silver and Gold stickers or Certificates and a range of Super Learning Power certificates.

A Bronze sticker (certificate in EYFS) is awarded by the class teacher when a pupil achieves 15 stars;
A Silver sticker (certificate in EYFS) is awarded by the Phase Leader when a child achieves 40 stars;
A Gold certificate is awarded by the headteacher (or head of EYFS) in a whole school assembly (except EYFS) when a pupil achieves 60 stars.

As well as the daily star for staying on green, stars can be given for:

- Demonstrating the care, responsibility and positive response to challenge mentioned in our Argyle Code;
- Demonstrating our values;
- Demonstrating a 'Super Learning Power' (appendix 4 - there are specific certificates, stamps and stickers for these too);
- 'Going the extra mile' to produce work of a particularly high quality or that shows genuine effort;
- Achieving a target;
- Being a role model in class, in the playground or around the school.

6. Management of Inappropriate Behaviour

Inappropriate behaviour in this policy refers to behaviours that do not exemplify Argyle values i.e. those that are detrimental to learning and do not promote positive relationships.

As part of the Stay on Green system, the following steps are to be used if such incidents occur:

Step 1

If a child is behaving in an inappropriate manner, clearly remind the child what behaviour you expect, using the Argyle Code and the Argyle values as a reference. Allow take up time. (See appendix 5 for specific examples of refocusing strategies).

Minimise the attention given to the poor behaviour and focus instead on pupils displaying the correct behaviours.

If the child continues to act in an inappropriate manner, change the child's card to pink. Remind the child that they need to improve their behaviour so that they can return to green.

From this point staff look for ways to praise the child and support them to 'get back to green'.

Step 2

If the behaviour continues and again the child does not respond to 1 reminder and then 1 warning (e.g. 'If you choose, that will be fantastic and will happen but if you choose not to then unfortunately I will have to change your card. I know you can make the right choice). If the behaviour continues, then the child's card must change to orange. At this point the child should be asked to sit in a quiet area for some reflection time in which to think about their behaviour and how to put this right.

After 5 minutes remind the child that they are now expected to work hard to return to green (usually they should move to pink swiftly then back to green). Focus on supporting the child to get on with the learning at hand. Usually focusing on learning and demonstrating key skills is more effective than focusing on behaviour.

Step 3

If the behaviour continues and again the child does not respond to 1 reminder and then 1 warning the card is changed from orange to purple. A purple card should be issued with no fuss or discussion.

After a purple card has been issued:

- At the first break after a purple card is issued, the child will be taken by the class teacher to the Phase Leader. The class teacher and phase leader discuss behaviours together and make clear to the child the next steps.
- The child will be given a reflection sheet (appendix 6) to complete and when they are clear what went wrong, they complete a purple card (appendix 7).
- Parents are informed by the class teacher or a phase leader when a child is given a purple card. Sanctions may be given for a purple card; the child may need to miss a play/lunch session to catch up on work missed. Teachers and phase leaders should, however, take care not to use 'missing play' as a sanction too often. This becomes counterproductive and overly punitive.

Playground Incidents: the child is brought into the foyer, where SLT support the midday supervisor or person on play duty to further investigate the incident, agree next steps and appropriate sanctions. The incident is then referred to the Phase Leader.

Class teachers should record all incidents are poor behaviour and sanctions given on CPOMS. This will enable SLT to fully support staff to address and improve behaviour.

7. Restorative Conversations

If a child repeatedly obtains pink cards or proceeds up the behaviour system, a restorative conversation needs to be held between the child and the teacher involved. This needs to be at the earliest opportunity but not before the child is calm. During this conversation, the following questions could to be addressed:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

All incidents requiring a restorative conversation need to be logged onto CPOMS. (See appendix 8)

8. Repetitive Poor Behaviour

If, despite the above, a child continues to receive purple cards or regularly struggles to stay on green, the teacher and a member of SLT should arrange a meeting (virtual if necessary) with the parents. This must happen after 3 purple cards.

Initially the meeting should take place without the child so that the adults can discuss the issues and agree a shared approach with the child.

The following strategies may be agreed:

- Auditing the learning environment and curriculum to ensure the child's needs are being fully met;
- An individual 'stay on green' chart so that positive behaviours are noted explicitly throughout each day and a child receives more praise on a lesson by lesson basis (see appendix 9);
- Home sanctions when a child has misbehaved at school;
- A 'Home-school' behaviour book;
- For children in upper Key Stage 2, after school detentions may be appropriate
- Referral to outside agencies e.g. Educational Psychologist, Clinical Psychologist, Family Support Worker, Educational Social Worker etc.

When the child is brought back into the meeting, the teacher and child will conduct a restorative conversation.

After the meeting, parents are sent a letter setting out the key issues and agreed actions. All letters are to be monitored by the headteacher before being sent.

Whilst implementing our behaviour systems, rewards and sanctions, adults should take care to make links with learning and to give equal attention to learning as to behaviour. If learning is appropriate to children's needs and if they are challenged to complete learning to a high standard, discussions about learning can have more impact than repeated discussions about behaviour. Strong routines and clear expectations around behaviour are essential -they support learning but equally an emphasis on learning and high-quality pupil outcomes can support improved behaviour and effort.

9. Supporting children with exceptional SEMH needs

SEMH (social, emotional and mental health) needs are a type of special educational need (SEN). Pupils described as having SEMH often struggle to manage their emotions and behaviour because they can't engage with learning – as a result, they can feel anxious, scared and misunderstood and as a result may exhibit extremely challenging behaviours and pose a risk to themselves and others.

For these pupils, wherever possible, we follow the whole school policy and strategies set out above. However, we recognise that, for a small number of children, these strategies may be inappropriate and that the adaptations to their provision as advised by SENDCO/and or professionals will not be sufficient.

These children will have a behaviour plan (in some cases, known as a wellbeing plan) which identifies their known triggers and specific strategies that support emotional regulation and positive behaviour (appendix 10). Children at risk of behaving dangerously will require an individual risk assessment (appendix 11).

Staff may need to use reasonable force to prevent the pupil from harming themselves, others or damaging property. Reasonable force should be a last resort as it can make dysregulation worse.

Wherever possible, staff who regularly work children exhibiting risky behaviours will have had training in the use of reasonable force.

All incidents where reasonable force has been used are recorded in the Bound and Numbered book and on CPOMS.

10. Online Behaviour

Throughout their time in school pupils are taught about online safety and appropriate behaviour online. There is an expectation that over time, pupils will take increasing responsibility for their own behaviour and internet use so that they can be given more freedom to explore systems and applications with a lessening amount of supervision from staff. Failure to respect online safety rules and inappropriate behaviour online are dealt with in line with section 5. Serious breaches of online safety or online bullying may lead to exclusion.

11. Exclusions

Argyle is an inclusive school where exclusion is seen as a last resort. However, fixed term exclusions can be issued as a sanction to signify the seriousness of a child's behaviour.

The head teacher has the right to exclude children instantly on health and safety grounds if they bring to school any of the following items:

- An offensive weapon
- Drugs (including tobacco)
- Alcohol
- Matches or lighters or similar

The head teacher may also exclude immediately:

- Any child who physically attacks another child or member of staff;
- Any child whose failure to follow instructions from an adult or whose actions cause risk of injury to himself or others;
- Any child who acts in a way which significantly impacts upon the learning of others (for example, by deliberately setting off the fire alarm);
- Any child who brings the school into disrepute (for example, by becoming involved in anti-social behaviour in the community, or by participating in inappropriate on-line activity).

Exclusions will be considered in instances of repeated bullying or extreme disrespect to adults. For all exclusions, the school will follow DfE guidelines.

12. The role of parents

At Argyle we value the high level of support offered by our parents/guardians, in helping to deal with the management of children's behaviour. Including parents via online learning, online assemblies, regular newsletters and text updates allows us to share all children's achievements and successes. We actively seek to work with parents if there are difficulties in order to help solve the child's problems together. Similarly, parents might ask us for support over issues at home regarding behaviour or home learning. We make ourselves readily available to discuss any areas of concern and help with setting targets and agreeing appropriate actions.

All parents are expected to take any concerns at school seriously and are expected to work constructively with us in supporting the child to take responsibility and improve his/her behaviour.

13. Discrimination

Discrimination will not be tolerated at Argyle school in any form. Please see our Equalities Policy for more details. Children, staff or parents should report any incidents to the head teacher or deputy head immediately. Discriminatory incidents are monitored, recorded separately and reported to Camden LEA.

14. Bullying

Bullying, in any form, will not be tolerated at Argyle school. Please see our Anti-Bullying Policy for more details. Bullying incidents are monitored, recorded separately and reported to Camden LEA.

15. Abusive Language

Abusive language (including racist, homophobic, sexist language) or swearing will not be tolerated at Argyle school. All incidents will be recorded and given a purple card and incidents of racist, homophobic or sexist language will be reported to Camden LEA.

16. Sexual Harassment

The school also recognises that sexual violence and sexual harassment between pupils can occur and that this can be a form of bullying and is a serious safeguarding issue. Any such incidents would be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

17. Related Policies

Home School Agreement
Teaching and Learning Policy
Equalities Policy and Action Plan
Anti-Bullying Policy
Pupil Wellbeing Policy

18. Review of Policy

A review of the policy will be undertaken annually by FGB. Any new legislation will be incorporated into the policy as necessary.

Review date	Next review date
May 2026	May 2027

Appendix 1
Zones of Regulation





Appendix 2
Stay on Green

Stay on Green Chart




Reflection Sheet – KS1 single sided on pink



 **Reflection**


What went wrong? What did I do wrong?

 Name:
Class:

Problem Solver! I could:

Appendix 7

Purple Card Sheet – printed on Purple

Date:	Name:	Class:
	Teacher:	Lesson / Location:
Account of incident:		
	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-bottom: 10px;"> <p>I am going to be really reflective and give a true account of the incident which just occurred. I am going to be honest about the role that played and explain how this affected those around me.</p> </div>	<p>----- ----- ----- ----- ----- ----- ----- ----- ----- -----</p>
Teacher/ Phase leader's comments and follow up action:		

Appendix 8

CPOMS

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to log out and protect the security of student information.

REMEMBER ME HIDE NAMES BLANK SCREEN

CPOMS School Dashboard Reporting Planner Library Admin Account Settings LOGOUT

Links
Shining - Matthew Greenwood (1B) ●

Hannah Greenwood (1B)

Incident

Categories
 Behaviour Bullying Child Protection Home Issues LAC Medical Issues Prevent SEND
 Child Protection Subcategories
 CAF Cause for Concern Child Protection Plan CIN Early Help

Linked student(s)
 (Begin typing a student's name)
 Type a student's name to link them to this incident.

Body map

Front Back

Date/Time
 Fri 17 August 2018 2:05PM

Files
 Click to browse or drag a file to upload

Alert Staff Members
 (Begin typing a staff member's name)
 SLT Teachers
 Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved
 Select Agencies
 Add to planner

Add Incident

CPOMS © 2016, CPOMS Systems Limited, v5.11.1 | View our cookie policy |

Appendix 9

Individual Stay on Green Behaviour Chart

.....'s points chart

- 5 points =
 - ✓ Followed instructions straight away
 - ✓ Listened well
 - ✓ Concentrated on learning
- 2 points = needed reminding but tried
- 0 points = refused to do the work

	Session 1	Session 2	Playtime	Session 3	Lunch	Session 4	Session 5	Assembly & hometime	Total
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Appendix 10 Wellbeing Plan Template



Individual Wellbeing Plan

Name of Child:	School:
Date of Birth :	Intervention started:
Date of Plan :	Safe place:
People involved:	
<u>Strengths and interests</u>	<u>Triggers</u>

Targets			
Behaviour you might see:	•	•	•
Causes:	•	•	•
Strategies/Response:	•	•	•

Further Strategies:	
Post incident follow up:	
Rewards:	
We will involve and support Elisa by:	
Parent/carers involvement:	
Important communications that need to be adhered to:	
Scripts to be adhered to	Restorative scripts (<u>not to be used when is in crisis</u>)

Appendix 11 Risk Assessment Template

Situation being assessed				Location				Date					
Risk assessor				Persons covered									
List the hazards below Remember to talk to those actually involved in the situation.	Un controlled Risk			Existing Measures being taken to control the risk.			Additional control measures • Ideally eliminate or if not possible reduce and control the risk • Is Personal Protective Equipment required as a last resort?			Controlled Risk			By who? By when?
	H	M	L				H	M	L				
	✓												
				•									
				•									
				•									