

POLICY DOCUMENT

[SCHOOL EMBLEM HERE]

POSITIVE BEHAVIOUR POLICY

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Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at [School] to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally, to give them the best possible chance of success.

[School] is 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 positive behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency and clear, calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Scope

This policy links to the school's policies on Child Protection and Safeguarding, Mental Health and Wellbeing, Special Educational Needs and Disabilities (SEND), Suspension and Exclusion, Positive Handling and Anti-Bullying.

Expectations

At [School], we have high expectations for our pupils; we expect children to be [School] ready by demonstrating our [School] Values. This is recognised through [Delete/change as appropriate** *Learner of the Week Certificates rewarded at Celebration Assemblies, positive reinforcement strategies, recognition boards in classrooms, and the 'above and beyond' recognition book in the Headteacher's office.*]

We want all the [School] family to live out daily our mission:

[School's vision]

And by following these three core Golden Rules:

[Delete/change as appropriate** *These are example rules. Please choose a concise number of rules that are appropriate to the context of your school.*]

Ready

Respectful

Safe

In addition, we wish to give recognition to pupils who go '**Over & Above**'.

'Over and above' behaviours include exceeding our school golden behaviour rules of being '**Ready, Respectful, Safe**', and impacting the wider [School] community.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix

Expectations of Adults:

We expect every adult to:

1. Meet and greet every child every morning.
2. Refer to **'Ready, Respectful, Safe'**
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (e.g. Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior Leaders

[Details of Senior Leaders]

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model, and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support teachers in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure **'first attention goes to best conduct'** and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show **[School]**, golden rules, and go **over and above**. *'We are what we repeatedly do!'* Aristotle

Ways that children will be recognised for doing so include:

*[Delete/change as appropriate** These are only examples, add positive strategies that are embedded within your own school and suit the context*

Hot Chocolate Fridays

Children consistently going 'over and above' will be invited to have hot chocolate with the [Headteacher/Head of School] once every half-term. There may be some half-terms when no child in the class is chosen - it needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Note Home

The Positive Note is also a high-level recognition for consistently going 'over and above'. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week - again it must be sincere to keep its value.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is an emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy - we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Phone calls home

*A member of staff or teacher may phone parents or talk to them at the end of the school day to share a child's success for going '**over and above**'.*

[Amend as appropriate]

Learner of the Week Certificate

Each week, two children are chosen from every class to receive a Learner of the Week Certificate. They are invited to come to the front of the hall to receive their Certificate.

Outside Achievement Awards

Children with an achievement outside of school can share it at the [Celebration worship].

Behaviour Policy Blueprint

This is a concise A4 document, which teachers will refer to for a consistent approach to our Behaviour Policy to ensure behaviour, and expectations are clear and consistent. (See Appendix 1)]

Classroom Plan

The Classroom Plan is a sequence of steps, which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher, to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear. (See Appendix 2).

Scripted Response

As part of the Classroom Plan, a 30-Second Micro-Script will be used to reinforce expectations when behaviour shown is not reflective of our school's golden rules. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child '**owes 2 minutes**'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher. (See Appendix 3)

Personalised Support Plans

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours that take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

At [School], we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

The restorative questions detailed in Appendix 4, will be used to support restorative meetings and/or conversations. For Key Stage 2, up to five questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

At [School], we encourage positive behaviour that reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised support plan.

Consequences implemented can be **'2 minutes owed'**, **'Pay it Back time'** or, in more serious circumstances, **parental phone calls home**. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school's golden rules, results in lost learning time that then needs to be paid back.

*[Delete/change as appropriate** These are only examples, add consequences that are aligned to relational practice and that are appropriate to the context of your school.]*

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and golden rule, which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground, we may ask the child or children involved to help repair the damage.
- **Natural consequence**
Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers, losing prefect privileges, are examples of natural consequences.
- **Restorative Conversation**

The purpose of the restorative conversation is not to build to a climax of apology. Rather it is to get students to look in the mirror and see their behaviour from a different perspective. This might be a quick 5-minute chat or a more formal 10-minute restorative conversation during which the teacher may decide on a logical, appropriate consequence for the children's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').

- **Parental involvement-** we feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.]

Managing Behaviour Engagement with learning is always our primary aim at [School]. For the vast majority of our learners a gentle reminder or nudge is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see, do not pander to attention seekers, all learners must be given 'take up time' in between steps, it is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Serious Incidents

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred *immediately* to the [Headteacher/Head of School] or SLT. All serious incidents should be recorded on CPOMS detailing the actions taken and outcomes.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically assaulting adults.
- Physically assaulting children.

Exclusions

Fixed Term Exclusions

At [School] we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's positive behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the [Headteacher/Head of School] may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents will meet the [Headteacher/Head of School] to discuss the pupil's reintegration into school and the best way forward to support the child.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion ([See Exclusion Regulations](#)).

The governors of [School] agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when a risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Monitoring and Review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The scheduled review date for this policy is date.

[Delete/change as appropriate** This is an example that relates to the examples provided throughout this model policy. Please amend, as appropriate, to suit the context of your school.]

Appendix 1 – Behaviour Policy Blueprint

At [School] our Mission Statement, '[statement]', underpins everything we do. We strive to create independent, articulate thinkers and learners who have the confidence to pursue all possibilities.

Visible Adult Consistencies

- Meet and Greet
- First attention to best conduct
- Model our Values
- Listen
- Calm and caring

Golden Rules

Ready
Respectful
Safe

Over and Above

- Exceeding our school values.
- Effort – Always striving for personal excellence.
- Using Initiative

Relentless Routines

Fantastic Walking (2) Legendary Lines (3) Hand Signal for Stop (4) Count down 3,2,1 (5) All children to be led to and from the playground by the class teacher.

Stepped Sanctions

- **Reminder** (3 rules) privately if possible
- **Warning** (outlining behaviour and consequence quietly to the child)
- **Last Chance (30 second intervention)**
- **Cool off (time in thinking spot)**
- **Repair (Restorative Conversation)**

30 second micro-scripts

- **I have noticed that you are** (having trouble getting started, wandering around, playing with equipment) **right now.**
- **You are not showing our...** (3 rules)
- **You have chosen to...**
- **Because of that you need to...** (refer to action to support behaviour e.g. move to another table, complete learning at another time)
- **Do you remember when you** (refer to previous positive behaviour)?
- **That is who I need to see today.** Thank you for listening.

Restorative Conversations

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

*[Delete/change as appropriate** This is an example that relates to the examples provided throughout this model policy. Please amend, as appropriate, to suit the context of your school.]*

Appendix 2 – Classroom Plan

	Steps	Actions
1.	Redirection/Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2.	Last chance	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	30-second micro-script	If the pupil still does not engage, use the 30-second script (see Appendix 3), 'Stay behind two minutes after class.' This two minutes cannot be removed or reduced.
4.	Time out/Cool off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom.
5.	Restorative conversation	(5 minutes after class for restorative conversation/10 minutes including reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
6.	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT or another class teacher. This will be specified on a personalised Support Plan for

		certain children identified with behaviour as an additional support need.
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*[Delete/change as appropriate** This is an example that relates to the examples provided throughout this model policy. Please amend, as appropriate, to suit the context of your school.]*

Appendix 3 – 30 second micro-script

30 Second Micro-Script

- I have noticed that you are... (wandering around the classroom chatting).
- You are not showing our... (Golden Rule - Respect)
- You have chosen to... (complete your work at home)
- Do you remember when you... (finished your writing)?
- That is who I need to see today. Thank you for listening.

*[Delete/change as appropriate** This is an example that relates to the examples provided throughout this model policy. Please amend, as appropriate, to suit the context of your school.]*

Appendix 4 – Restorative Questions

Restorative Questions

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?