



POSITIVE BEHAVIOUR POLICY

Approved by: Full Governing
Body

Date: 24.9.25.

Last reviewed on:
1st September 2025

Next review due by:
1st September 2026

Contents

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Definitions
4. Bullying
5. Roles and responsibilities
6. School behaviour curriculum.
7. Responding to behaviour
8. Serious sanctions
9. Early Years
10. Playtime
11. Supporting pupils following a sanction
12. Responding to misbehaviour from pupils with SEND
13. Links with other policies

1. THE AIMS OF THE POLICY

- To promote spiritual, moral, social and personal development.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To provide a network of support for all staff to assist in the application of this policy.
- To consult with pupils about their behaviour by rewarding and encouraging good behaviour and by identifying and making pupils aware of inappropriate behaviour.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

Section 175 of the [Education Act 2002](#),

Sections 88 to 94 of the [Education and Inspections Act 2006](#),

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

5. Roles and Responsibilities

The following Roles and Responsibilities have been agreed by Staff and the Governing Body:

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will:

- Be aware of the expected standard of behaviour they should be displaying at school
- Follow the behaviour policy
- Follow the school's key rules and routines
- Be aware of the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Be aware of pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Follow the School Values
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

EVERYONE IN OUR SCHOOL HAS THE RIGHT TO BE HAPPY AND SAFE

Mobile phones

Only children in Years 5 and 6 are allowed to bring mobile phones into school. They are to be turned off when they enter the school site and they are to be handed in at the beginning of the school day to the staff member on door duty. The phones can be collected at the end of the day from the Headteacher's office.

7. Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

At the start of each academic year, teachers negotiate a set of classroom rules for their class which aim to create a positive, supportive, safe and secure environment.

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Highlighting and promoting good behaviour
- Conclude the day positively and start the next day a fresh
- Using positive reinforcement

Rewards

- Verbal praise including the value shown by the child.
- Team points
- Children who demonstrate one of the whole school values are awarded a bronze card on the Good to be Green Chart. If they demonstrate one or more of the school values a second time in the session the bronze card is replaced by a silver card. For children who sustain this exemplary attitude, showing one or more of the whole school values in the session, they are given a gold card. The teacher will then give a 'Good to be Green' sticker and they are given a raffle ticket. This will be entered into a weekly draw and the winner will have afternoon tea with the Headteacher.
- Gold stars are awarded by teachers for one single excellent piece of work or outstanding effort.
- Postcards sent home from the Head teacher.
- Work can be sent to the Headteacher or Deputy Headteachers during the day to be celebrated for effort or achievement.
- Children remaining green for a week have Good to be Green Time at 2:45p.m. A child who has demonstrated consistently good behaviour is selected from each class to achieve a good to be Green Certificate in the celebration assembly.

- Within each classroom a **class target** can be negotiated for an aspect of behaviour e.g. good lining up, not shouting out etc. The target will be displayed for the whole class and rewarded with a cube in the jar. A prize for filling the jar with cubes will be negotiated with the class.

Every child will be placed in a 'House Team'. Team points will be used for a variety of different competitions throughout the year. Team points will be counted for each week on a Friday and shared with the children during Assembly on a Monday. The winning house for each half-term will receive a small prize and the correct colour ribbons will be added to the House Cup.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information, which can be found on our website.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to prevent further behaviour issues arising, such as the use of prearranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanctions

At the start of each lesson all children start at the beginning of the hierarchy of sanctions. The sanctions are:

- A discouraging look.
- A reminder of which school value is not being shown.

Good to be Green Chart

1. Verbal Warning:

The child's Good to be Green card is reversed. This can be turned back to green during the lesson if the child shows they are using the school values before the end of the lesson.

2. Stop'n'Think Card:

The child is told which school value they are not showing and moved seats so they are sat separately to continue with their task and also have the opportunity to reflect on how they can show they are using the school values. This is for no more than ten minutes.

3. Yellow Warning Card:

Time out will be for a 10 minute period in a partner class. Children will be sent to the partner class with work that must be completed.

4. Red Consequence Card

Children are sent on a time out in the partner class. They must be sent with a 'Time Out Sheet' which they **MUST** complete.

After the 10 minutes the child will return to class and return to their card turned over. encouraged to move back up the ladder. If they continue to misbehave in the same day they will be given a 2nd 'Time Out Sheet' and sent to the SLT. These children will not receive their Good to Be Green Time.

The 'Time Out Sheet' will be taken by the child to 'Reflection Time' during the next morning play time. Reflection time will be run by a member of SLT.

SEVERE CLAUSE - CHILDREN WHO PUT THEMSELVES OR OTHERS IN DANGER WILL BE REFERRED IMMEDIATELY TO THE HEADTEACHER or the DEPUTY. A member of staff **MUST** accompany the children and explain why they have been referred to SLT. It will then be the decision of a member of the Senior Leadership Team to apply an appropriate sanction in line with the severity of the situation. This may include exclusion, loss of privileges, loss of playtime, school trips etc. At this point the member of SLT will complete the appropriate paperwork.

If a member of staff requires support at any time for an emergency situation please send a child to the school office with a red hand. Staff will immediately respond and go to where the help is needed.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Staff act in line with the Safeguarding and Child Protection Policy procedures when managing such reports. This includes dealing with the issue sensitively while completing an assessment of the incident. Records of the incident and actions taken are kept.

Confiscation

Staff will confiscate any dangerous items such as weapons. Such items are stored by the Headteacher. Inappropriate items/items causing disruption during lessons e.g. mobile phones, games will be confiscated and returned at the end of the school day. If an item is brought into school several times parents will be approached to request the item is kept at home.

8. Serious sanctions

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime. This occurs as a sanction when a child has behaved in an unsafe manner during a play/lunchtime. This time spent in isolation with a member of staff will encourage them to reflect on their behaviour and how it can be improved.
- Fixed term suspension. At times it may be necessary to suspend a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
- Permanent exclusion. This would only occur when all interventions for support have been exhausted and staff believe the Bleakhouse Primary School is unable to further meet the pupils needs.

9. Early Years

As in Key Stage 1 and Key Stage 2 teachers establish classroom rules for their class. These are informed by the whole school rules and values as well as the effective characteristics of learning.

Young children need to have expected behaviours to be explicitly taught and modelled by the adults around them. The rewards and sanctions below are implemented to reinforce what is expected.

Rewards:

- Children given verbal praise that includes talking about the behaviour that has been shown.
- Children given verbal feedback about the behaviour being shown and given a sticker that
- names the characteristic of effective learning behaviour that the child was showing
- Parents may be spoken to at the end of the day/certificate as appropriate.
- Good to Be Green reward system followed.

Sanctions:

- **Verbal warning** – Card Turned over.
- **Stop n' Think Card** - No more than 5 minutes away from peers/activity
- **Yellow Warning Card** - Sent to partner class for 5 minutes
- **Red Consequence Card** - If inappropriate behaviour continues when returned from partner class then child is spoken to by a member of SLT.

10. Playtime behaviour

- During playtime stand beside the teacher on duty (Calm Down time)
- If necessary, inform the class teacher and Good to Be Green Rewards and Sanctions can be followed.
- Class teacher will discuss persistent inappropriate behaviour with the Deputy Head.

11. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Reintegration meetings
- Direct work with the FSW

12. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

13. Links with other policies

This policy needs to be read in conjunction with the:

- Jigsaw PSHE Curriculum Document,
- SEND and Inclusion Policy,
- Anti-bullying Policy,
- Children's Anti-bullying Policy,
- Safeguarding and Child Protection Policy
- Drugs Policy,
- Restrictive Physical Intervention Policy,
- Equal Opportunities,
- Racial Equality Policy
- Suspension and permanent exclusion policy

Behaviour Policy Levels 1 to 5

