



Positive Behaviour Policy



Document & Version Control

Title of Document	Positive Behaviour Policy			
Statutory for Website	Yes	Review Cycle	Annually	

Revision Date	Version No.	Summary of Change	Changes made by	Approved by	Date approved
May 2026	2	Revision and update	HT/SLT	FGB	7 th July 26

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The purpose of this policy is to give a clear code of conduct for the use of everyone at Gastrells Community School, both adults and children. It has been put together after discussion with staff and children and reflects the values and principles that we consider to be important for our school.

1 OUR SCHOOL AIMS

Our school ethos provides:

- a positive, happy and caring environment where all children have equal opportunities,
- a stimulating learning environment which values and encourages self-esteem, curiosity and enthusiasm for learning, combined with a sense of wonder for the world around us,
- opportunities for pupils to play a positive role in contributing to their class, school, local and global communities,
- a culture of **respect**, where expectations for children's behaviour is high, all adults model good listening skills, teamwork and behaviour and the agreed standards of behaviour throughout the whole school will be promoted by everyone,
- an emphasis on praising good behaviour.

2 OUR SCHOOL ETHOS

Positive behaviour promotes 'A Flying Start to a Life of Learning'.

3 BEHAVIOUR

The School has a consistent approach to behaviour management, teaching and learning at every level and it promotes the use of positive behaviour management strategies.

3.1 Whole School Rules and Related School Practice

Key 'golden rules' are discussed and agreed to by children and adults, as the minimum expectations for behaviour and conduct by all in our school.

These are:

- **Be Ready:** The children are ready to listen, learn and demonstrate a positive attitude.
- **Be Respectful:** The children are showing good manners to all around, sharing with friends, using only kind and polite words, listening to those who are speaking.
- **Be Safe:** The children move safely around school, keep their hands and feet to themselves, they tidy the classroom (chairs under, equipment tidied....) keeping it a safe environment.

These rules are displayed in the school and reinforced regularly during whole school and class assemblies, as well as play and lunch times. This will ensure that they become an integral part of the school's positive ethos and community spirit.

Positive behaviour in corridors, playgrounds and the dining room is expected, monitored and rewarded.

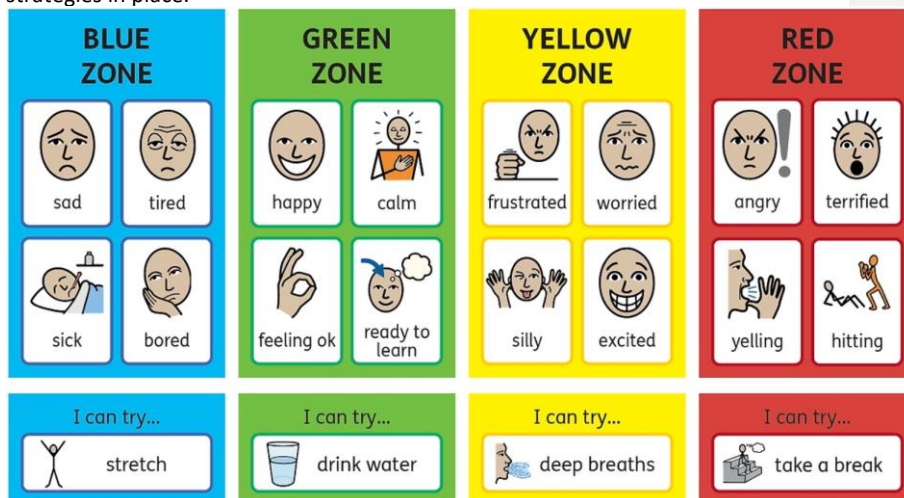
Parents/Carers are aware of, and support, the school's positive behaviour ethos. There are clear, consistently used systems for dealing with inappropriate behaviour. There are opportunities for employees to discuss, review and contribute, formally and informally to the development of systems underpinning positive behaviour and specific behaviour support.

3.2 Zones of Regulation

The Zone of Regulation is an approach based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. It is designed to help children better understand their emotions, sensory needs and thinking patterns.

The children learn different strategies to cope and manage their emotions based on which colour zone they're in. The Zones of Regulation helps children to recognize their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

It is important that we remind pupils that we will experience all zones and there are no good or bad zones, however our success in regulating our emotions depends on us recognizing our emotions, understanding them and having various support strategies in place.



3.3 Weekly PSHE sessions, will be used to encourage discussion and a greater knowledge and respect for the decisions, actions, beliefs, ideas and feelings of others. (SCARF is used as the planning scheme for PSHE). Those children who are identified as requiring such support also attend behavioural support sessions / ELSA (Emotional Literacy Support Assistant).

3.4 Classroom Expectations

At the start of each year, classes discuss what helps successful learners, the learning partnerships between children and adults, golden rules, likes and dislikes, consequences of behaviour, whole school rules, etc in order to create their agreed and signed poster displaying positive behaviour expectations. These are individual to each class, displayed in the classrooms, shared and signed by all adults working with the children.

3.5 Offsite behaviour

Pupils are expected to maintain high standards of behaviour at all times, including during off-site visits, educational trips and events. When representing the school in the wider community, pupils should act responsibly, show respect to others and follow staff instructions. The school's behaviour policy and expectations remain in force during all trips.

4 POSITIVE PRAISE

4.1 We have many ways in which we praise our children and we offer pupils rewards for giving maximum effort in trying to be excellent school citizens.

- Positive reinforcement through comments/conversation
- Awarding individual house points- to further promote good behaviour, effort and attitudes as well as academic achievements.
- Pupils recognition and celebration (via Weekly Merit assembly, where children are nominated by staff for following the school rules and school values and in school publication) of achievements gained both in and out of school.
- Teachers comments or emails to parents.

It is also acknowledged that individual teachers may develop their own bespoke reward system to support positive behaviour.

4.2 Rewards should be accessible to **all** pupils and should be given for reasons such as effort in work, helpfulness, being polite, good manners and kindness etc.

5 Dealing with Misdemeanours (See also 7)

5.1 It is recognised that there are occasions when there will be problems of behaviour for many reasons. When dealing with problems **it is very important** to label the behaviour and not the child (e.g. "That is not the right sort of behaviour", rather than "You are a naughty child").

5.2 Applications of all sanctions considers age, development and any SEND that a pupil may have. The individual circumstances of a pupil and behaviours will also be considered before sanctions are applied. Empathy should be demonstrated where external factors/circumstances may have led a pupil to behave in an uncharacteristic manner or where a pupil appears distressed.

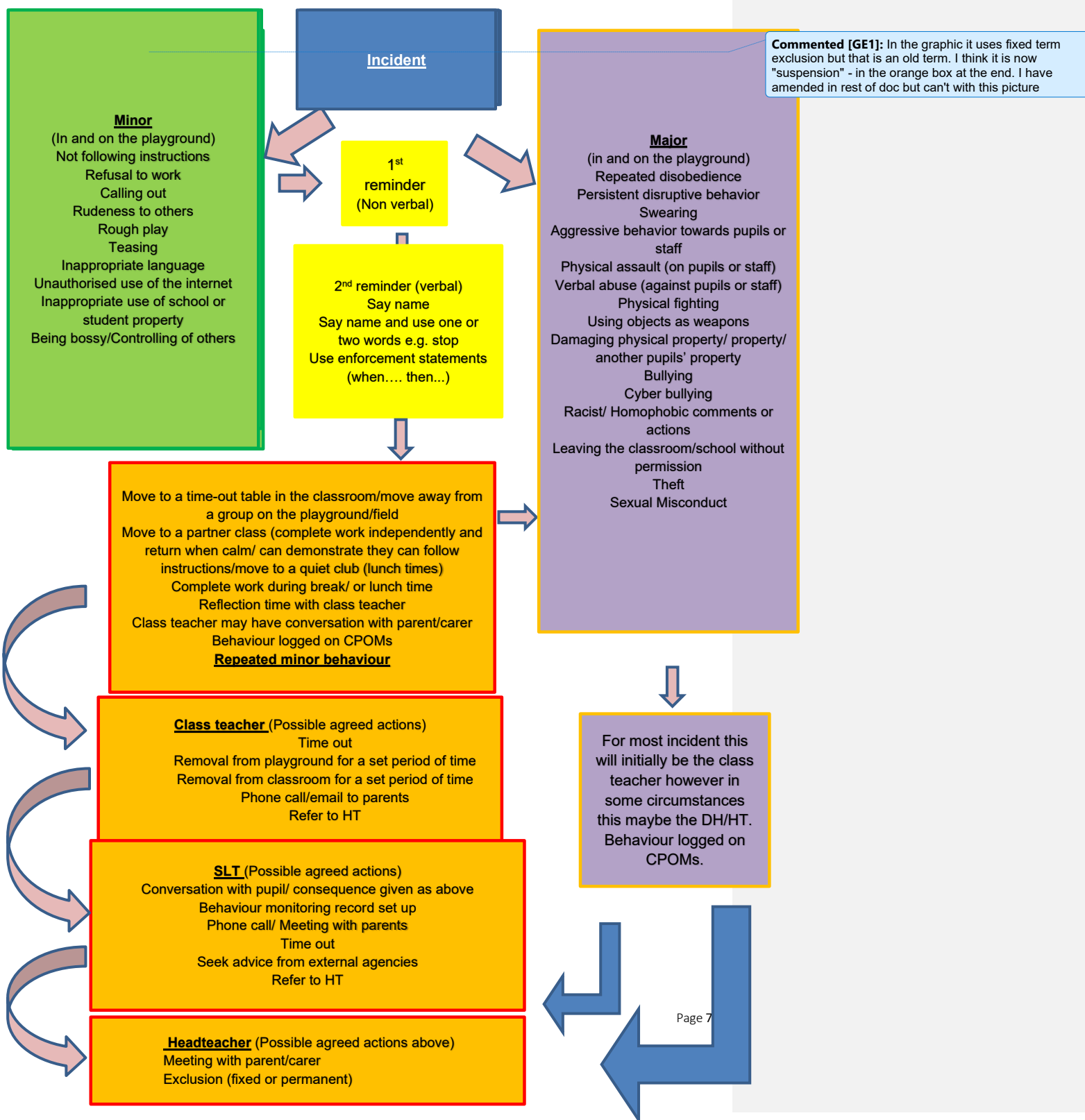
5.3 Staff should always recognise the importance of ascertaining pupil's views. If it seems that there is a problem, then the member of staff dealing with it should ask the child

what he/she is doing; establish if it is against the Classroom Charter or School Rules and, if it is, then try to work out with the child how the problem is to be resolved. For instance, it may be possible for those in the wrong to make immediate reparation to the injured party. This may be sufficient in itself; it may however be necessary to invoke some sort of sanction.

5.4 There is **no place** for physical or emotional violence, bullying, racism, vandalism, rudeness or bad language in our school and these must always be challenged and dealt with appropriately. Sanctions exist to ensure these are dealt with. However, solutions to any of these unacceptable forms of behaviour will also offer opportunities to support and guide that child to take a more positive role within the school.

5.5 All Staff are responsible for recording incidents on CPOMs

5.6 Where an incident of extreme behaviour occurs, the witness/es will have the incident explained to them appropriately and understand there are consequences. We will ensure witnesses feel supported.



Sanctions

5.8 Minor problems should be dealt with by the member of staff responsible for the child at that time. Sanctions should be seen to match the behaviour in order to be most effective. The purpose of the actions is to enforce school rules and to encourage and enable pupils to make better choices the next time they are in similar situations. The headteacher should be informed of any recurring problems and details are to be logged on CPOMs.

5.9 Children identified with SEN behavioural difficulties should be treated as guided by this policy and with regards to the details within their Plan. In some circumstances it may be necessary to write a risk assessment for a child to access the school site safely. All staff must be made aware of these children and the structures in place to help them as well as help other children manage any unexpected or inappropriate behaviour.

6 Stages of Behaviour

All staff involved with the day to day running of the school are empowered to deal with minor infringements at the time of the incident. Referral to the Headteacher should only be used as a last resort for all minor incidents. Responses should, wherever possible, be immediate and always of short duration. Not all the scenarios for unacceptable behaviour can be listed. However, following the structure provides a proactive approach towards behaviour, which will reduce incidents and promote harmony throughout the school. Staff need to be aware of specific children with behavioural support – e.g. a PSP.

7 SUPPORTING PUPILS WITH BEHAVIOURAL DIFFICULTIES

7.1 The needs of children with recognised emotional and behavioural problems are assessed using the Code of Practice ([SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551222/SEND_Code_of_Practice_0_to_25_years.pdf)) and met through the school SEN Policy and individual EHCP, My Plans and MyPlan+s.

7.2 The Pastoral Support Plan (PSP) has been set up by the local authority to support a child in the event of him/her having difficulties within the school.

A PSP is automatically set up for any pupil who has/is/had:

- A suspension(s) that may lead to a permanent exclusion
- Involvement in criminal activity and has been temporarily excluded
- Become vulnerable for exclusion or have had a suspension
- Are not achieving targets already in place on a plan for behaviour and emotional difficulties
- At risk of failure at school through disaffection.

A PSP will be drawn up and agreed by:

- Parents
- LA Representative
- Staff of the school
- Any other agencies relevant to a particular case.

The PSP will:

Commented [GE2]: suspension

- Provide targets which will be broken down into manageable tasks
- Identifiable rewards that can be achieved for meeting the targets
- Sanctions that will apply if certain behaviours occur
- Identify roles and responsibilities for the school, child and parents.

A PSP will normally run for 16 weeks and the review process will address any behavioural difficulties within the PSP or EHCP.

Commented [GE3]: I don't understand how a PSP fits in with a risk assessment and Myplan / EHCP etc

8 SUSPENSIONS AND PERMANENT EXCLUSIONS

The aim of the school is always to improve a child's general behaviour and it will only use suspension or permanent exclusion when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that permanent exclusion is unavoidable. The school follows strict LA guidelines and procedures regarding any suspension or permanent exclusion matter.

GASTRELLS DOES NOT TAKE SUSPENSIONS NOR PERMANENT EXCLUSIONS LIGHTLY AND WE HOPE THAT ALL PARENTS SUPPORT ALL SCHOOL ACTIONS WHICH ATTEMPT TO PREVENT THIS HAPPENING.

Commented [GE4]: maybe just need to go through doc and use term suspension where appropriate - I'm happy to do it, but don't want to without permission... I know we all know what we mean but the terms have changed!

9 GOVERNORS

- 9.1** The Headteacher and teachers, in consultation with the governors, will continue to develop the School Behaviour Policy
 - Monitoring through observation (see Governor Visits timetable) & reporting from Headteacher
 - Evaluating current practice
 - Discussions with staff, children and parents
 - Promoting and ensuring Staff are given adequate training in the management of children's behaviour.
- 9.2** Governors should have a clear understanding of procedures involving disciplinary action, e.g. racial harassment, physical attack etc. and be aware of their role regarding exclusion as stated in the Education Act (No.2) 1986.
- 9.3** Governors, teaching and non-teaching staff should support each other in maintaining high standards of behaviour throughout the school.

Note: This policy must be read in conjunction with

Anti-Bullying Policy
Exclusion Policy
Safeguarding Policy
Staff Code of Conduct
Offsites policy

This policy and the school's activity complies with the Statutory guidance for schools and colleges on safeguarding children and safer recruitment, [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61628/Keeping_children_safe_in_education.pdf).

Annex A

Team-Teach Policy Statement, supporting Gastrells Community Primary School's Behaviour Policy

Introduction

This policy statement is intended to be read in the context of the School's Behaviour Policy.

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. This may include restrictive positive handling techniques.

Restrictive Positive Handling techniques are never used in isolation

The basic principles of Team-Teach are:

- At least two members of staff present when a situation occurs.
- An assumption that most situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Last resort – all other behaviour management strategies to be tried and used first.
- Restrictive intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication – utilising positive relationships.
- These strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention.
- We believe that understanding behaviour triggers and recognising all behaviour as a form of communication is key, and in some settings, where appropriate, offer safe, respectful and minimal physical intervention skills as a last resort, with an emphasis on de-escalation strategies being 95% of our focus.
- We see this as just one part of a whole-setting approach to behaviour support and help services develop acceptable, appropriate, authorised responses to distressed and dysregulated behaviours. -

Examples of situations where positive handling may be appropriate include:

- pupil attacks another pupil or member of staff
- pupil throws or threatens to throw something at another pupil or member of staff which would cause harm
- pupil is engaging in, or on the verge of committing, deliberate damage or vandalism to property
- pupil absconds, or attempts to abscond, from school or a room and in doing so would put themselves or others at risk (including running in a corridor or stairway)

when other children are moving around school)

- a pupil persistently refuses to leave a room
- a pupil behaves in such a way as to seriously disrupt the lesson or normal functioning of the school

Reasonable approaches used:

- holding for security and to reduce anxiety where there is potential risk
- physical interposing between students
- blocking a student's path
- escorting a pupil by hand or arm

All incidents involving pupils being physically managed will be recorded and evaluated.

More information about the Team Teach approach and accreditation can be found at www.teamteach.co.uk

Parents / carers will be asked by the Head Teacher to sign a 'Home School Agreement' (HSA), when their child joins the school. By signing the form, the Parent / Carer will be indicating their agreement with the school's 'Behaviour Policy', and in signing the agreement, they are acknowledging the school's option to use reasonable force on their child in the circumstances described in the policy.