Learning Partners
church academy trust

PROMOTING POSITIVE BEHAVIOUR
A Guide to School Ethos, Policy and Practice

Reviewed	Annually
Leader responsible for policy and practice	Gavin Dutton
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1. Our Vision

Pyrford C of E Primary School strives to create a safe, respectful environment where all members of the community engage fully in learning. Our core values – Love, Wisdom, Respect and Resilience – guide personal conduct and responsibility. This policy outlines our comprehensive approach to fostering positive relationships, managing behaviour fairly and consistently and providing structured support to all pupils.

Aims

- cultivate respect and care among all community members.
- ensure that children feel valued, heard and respected.
- create a stimulating and inclusive environment fostering shared responsibility and pride.
- engage parents as active partners throughout their children's education.
- build resilience, confidence and perseverance in the face of challenges.
- celebrate achievements at individual, group and school levels.
- encourage self-regulation and apply consistent, restorative approaches to behaviour management.
- ensure that staff have access to training and resources to manage behaviour effectively.

2. A Whole School Approach

Good behaviour is fundamental to good education. Our Promoting Positive Behaviour policy supports this by emphasising the importance for children of:

- **unconditional positive regard** – valuing all individuals equally within the school community.
- **developing self-control.**
- **managing emotions** in ways that enable positive decision-making.
- **understanding the consequences** of their actions, both positive and negative.

The SCARF curriculum, assemblies and diverse learning experiences explicitly teach social skills, emotional regulation and respect for diversity. Behaviour expectations are clearly communicated and reinforced through daily interactions and structured learning activities. Using consistent approaches across the school (Appendix C).

3. Rights & Responsibilities

Everyone in the school community has the right and responsibility to ensure that Pyrford C of E Primary school is a safe place in which to learn and play. Children, staff and adults in the school community **all** have the right to flourish in safety and with dignity. The school has a responsibility to ensure that the climate is one in which children are responded to promptly, predictably and with confidence.

4. Staff Expectations

Regardless of their role, all staff will:

- model calm, respectful and professional behaviour at all times.
- use the language of "choice" to promote reflection and accountability. *E.g. It was your choice to hit x, you could have made a different choice.*
- respond to incidents calmly, consistently and fairly.
- apply consequences that target the behaviour, not the individual.
- listen attentively to all perspectives before determining outcomes.
- report significant incidents (e.g. bullying, harmful sexual behaviour) immediately to safeguarding leads.
- engage in regular training to enhance behaviour management skills.
- plan inclusive lessons effectively, to ensure that the child's ability is matched to the content.
- provide appropriate resources to address the individual child's needs.
- refer to child by their name.
- physically lower themselves to the child's level.
- explain that the behaviour is what is unacceptable, not the child.
- acknowledge their own feelings and ask for support if they are not able to remain calm.
- be proactive and contact parents to discuss their concerns at an early stage.

Children are expected to respond appropriately to reasonable requests from all adults in school. Refusal to do so may result in further consequences.

5. Class Charters

At the beginning of each academic year, the children negotiate a Class Charter – a list of promises, written using the positive language of 'we will' rather than 'do not'. This is agreed by all in the class, displayed and referred to when issues arise. It may reflect behaviours related to all aspects of the classroom including, resources, safety and operational matters as well as positive interactions.

6. Positive Reinforcement

Children observe many examples of behaviour in the world around them. We have a responsibility to help them understand that they can choose how to behave and to provide them with strategies to make positive choices. Equally important is helping children recognise when they have made poor choices and guiding them to make amends through restorative practices.

Children respond best to praise and encouragement, so we strive to find every opportunity to acknowledge and reinforce appropriate behaviour.

Children learn by example and staff, along with parents and caregivers, share the responsibility of setting a positive example while upholding behavioural expectations.

Approaches include:

- specific, meaningful verbal praise (e.g., "I appreciate how you helped your classmate").
- awarding House Points (KS2), Star of the Day (EYFS & KS1) and individual rewards.
- recognising achievements during assemblies and newsletters.
- visits to senior staff to highlight exceptional behaviour or effort.

7. Relationships

We should always find the time to talk to the children about issues that are causing them concern, many of which may be unrelated to their learning or even to the school day. Some children may wish to discuss problems of a more personal nature, which may be related to matters at home. All incidents of concern are recorded and shared with the DSL team via CPOMS (online recording system) and other responsible adults where appropriate. CPOMS data is stored online through a protective portal with two step identification for access. In conversation with the DSL or DSL Team a plan of action will be decided upon. This may result in

following up the concern with the child, the parents or outside agencies. All CPOMS submissions will be followed up at the weekly Safeguarding meeting.

We endeavour to enhance the children's self-esteem by:

- providing opportunities for children to succeed.
- helping the children to identify and recognise their strengths.
- setting good examples to the children and highlighting good examples set by others.
- teaching the children positive strategies for dealing with confrontational situations.
- showing the children that we care.

8. Responding to Inappropriate Behaviour

Staff employ proactive, reflective strategies to address inappropriate behaviour. The goal is to guide children towards better choices by using the least intrusive interventions. Responses include:

- verbal reminders and opportunities for self-regulation.
- reflection time within the classroom or designated space.
- relocation within the school to maintain learning focus.
- parental communication to foster shared responsibility.
- behaviour logs, restorative conversations and structured plans for repeated behaviours.
- senior leadership intervention for serious or persistent concerns.

For significant or recurring issues, behaviour conferences are held to develop tailored intervention plans, addressing root causes and ensuring long-term support.

9. Incident Forms and Behaviour Logs

Children can be encouraged to complete an incident report form when an incident occurs. They may be writing as a bystander, or as an active participant. Children can also record in drawings and staff will record oral accounts. The incident reports use restorative questions. They are important because they:

- enable an immediate response to all participants.
- provide a calming down time.
- record information from different viewpoints.
- give children an opportunity for reflection and time to sort out their ideas.

Behaviour incidents are logged on CPOMS and behaviour logs maybe kept for specific children causing concern in agreement with SLT/Inclusion team as an outcome of a behaviour conference. These can be uploaded weekly to CPOMS.

10. Circle / Discussion Time Activities

Each class has a regular slot for circle / discussion time.
Activities should:

- develop a sense of belonging and connectedness with others in the class.
- encourage shared responsibility for each other's needs.
- create opportunities for active participation in decision making.
- build self-esteem, communication, collaboration and co-operation.
- raise awareness of the impact of every individual's behaviour.
- give a forum for ideas and concerns.

11. Harmful Sexual Behaviours

Sexual harm, violence and sexual harassment can occur between children of any age or gender. This can either be between two individual children, or by a group of children sexually assaulting or sexually harassing

a single child, or a group of children. We recognise that this behaviour takes place in all schools, including Pyrford.

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

We recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).
Pyrford utilises the nationally recognised Brook Traffic Light Tool to assess and address inappropriate sexual behaviours. Staff are trained to:

- identify and respond immediately to concerning behaviours.
- record incidents accurately and report to the Designated Safeguarding Lead.
- engage with parents and external agencies to provide appropriate intervention and safeguarding.
- develop risk management plans and supportive strategies for affected pupils.

12. Bullying

We believe that every child has a basic entitlement that their education should be free from humiliation, oppression and abuse.

We at Pyrford define bullying as an act of intimidation or violence carried out repeatedly on the same child or children. We do not see bullying as including incidents of verbal or non-verbal aggression carried out as a result of a disagreement or misunderstanding. These incidents are dealt with, but are not to be catalogued as 'bullying'.

What counts as bullying?
It is being picked on, victimised on a number of occasions or over a period of time and includes:

- emotional bullying e.g. picking on someone because they are different
- assault e.g. punching, hitting, tripping up
- blackmail e.g. threatening to take someone's money or valuables
- cyber bullying e.g. online threats or emotional abuse

Many bullied children are reluctant to communicate their concerns to an adult. This may be due to fear of further attacks, a failure by anyone to do anything about it in the past, or even that they are in some way at fault and deserved to be bullied.

A child who believes that he or she is being bullied must be encouraged to report the incident. We at Pyrford continually convey the message that we will not tolerate bullying. We encourage our children to talk openly and honestly and report any incidents. We want our children to feel that:

- they will be listened to in confidence.
- they will be taken seriously.
- their feelings matter.
- they are not to blame - their self-esteem needs strengthening.
- something will be done about the incident/problem.

All incidents of bullying are taken seriously. For the child who is being bullied we:

- reassure them that they have done the right thing to report the incidents.
- offer concrete advice and help i.e. strategies for dealing with bullies.
- avoid being overprotective.
- notify parents.
- set up an immediate line of contact with the Headteacher.

For the bully, we:

- look objectively at their behaviour.

- encourage him / her to see the victim's point of view.
- make it extremely clear that we disapprove and will not tolerate it at the school.
- contact parents and request a meeting to discuss the problem and possible strategies to ensure that the behaviour does not continue.
- may apply a sanction.

Should all of the above strategies fail to bring about a change in a child's behaviour, we will not hesitate to exclude the child from the school.

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, including:

- prejudices against disability and those with special educational needs.
- prejudices against another person's race, religion or belief, for example anti-Semitism and Islamophobia.
- prejudices against travellers, migrants, refugees and people seeking asylum.
- Prejudices against another person's gender or sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school.

13. Consequences

The consequences of inappropriate behaviour are applied with clarity, fairness and proportionality. They are designed to encourage reflection, repair harm and promote learning. Examples include:

- loss of privileges or specific activities.
- reflection and regulation breaks.
- community service tasks (e.g. assisting in tidying shared spaces).
- parental meetings to discuss ongoing concerns.
- exclusion from school activities or, in severe cases, temporary/permanent exclusion (following DfE guidelines).

Public humiliation, punitive learning tasks and shouting are strictly prohibited. Staff are trained in de-escalation techniques and restorative practices to maintain a supportive environment.

Additional support for behaviour is provided through:
- a Home School Link Worker (HSLW).
- the SENCo.
- outside agencies such as Mindworks, the Educational Psychologist, Specialist Teachers of Inclusive Practice, Surrey Family Support, Surrey Inclusion team and Freemantles.

14. Suspension Or Exclusion

Suspension and permanent exclusion are used rarely, and only after other support and strategies have been considered. The Headteacher may suspend a pupil where their behaviour is a serious or persistent breach of our three school rules and of this policy.

Permanent exclusion is a last resort. It may be used in response to a serious or persistent breach of our rules where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. In exceptional circumstances, a single incident may be serious enough to justify permanent exclusion. Every decision is made by the Headteacher on the facts of the individual case, and we follow the DfE statutory guidance: *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.*

Examples of behaviour that may lead to suspension or permanent exclusion include violence or threats of violence towards staff or pupils, sexual abuse or assault, supplying illegal drugs, carrying an offensive weapon, discriminatory abuse, serious damage to school property, and serious and persistent disruption to the learning of others. These examples are illustrative and not a complete list.

A suspension is a temporary removal from school for a fixed number of school days, after which the pupil returns. A permanent exclusion means the pupil cannot return to the school. Where a pupil is permanently excluded, the governing body must consider whether the pupil should be reinstated, and parents have the right to make representations.

Before deciding on a suspension, the Headteacher will consider whether reasonable adjustments were in place for pupils with additional needs, and whether further support might have prevented the situation.

When a pupil is suspended or permanently excluded, the Headteacher will contact parents without delay and confirm in writing the reason, the length of any suspension, their right to make representations to the governing body and how to do so. For the first five school days, parents are responsible for making sure the pupil is not in a public place during school hours without good reason, and the school will take reasonable steps to set and mark work. If a suspension runs beyond five school days, the school will arrange suitable full time education from the sixth day. The Headteacher will notify the local authority of every suspension and permanent exclusion without delay, will inform the governing body as required, and will notify the pupil's social worker and the virtual school head where applicable.

When a pupil returns from a suspension, a date and time will be set for a reintegration meeting with a member of the Senior Leadership Team.

For more information on the exclusion process, please contact the Exclusion Business Support team at exclusions@surreycc.gov.uk. The DfE also publishes information for parents whose child has been excluded [https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion]

15. Evaluation and Consultation

The school annually:

- evaluates standards of behaviour and safety.
- consults and surveys staff, children, parents and governors.
- reviews and amends policies and guidelines.
- shares and discusses policy and guidance with the school community.

The school’s policy reflects the school culture and ethos, children’s ideas and current, recommended approaches to promoting positive behaviour. Changes and amendments are made overtime and in response to evaluation processes.

Appendix A

Responses to Inappropriate Behaviours (additional Information)

The following are not in order of use and staff select responses that seem applicable to the situation or child

- consider if the child has appropriate work to do, matched to their needs, which will enable them to experience success.

- reflect if any changes can be made in order to focus learning, reduce conflict and build emotional well-being.
- use the pupil agreed class Behaviour Charter.
- use the four stages of corrective language - see Corrective Language section
- deploy LSA support/intervention.
- move the child to another place. Each class has a space used for both positive and negative reasons.
- apply consequences –see Consequences section.
- ask the child to record what has happened by: writing or drawing /voice recording/use restorative questions.
- log the behaviour.
- talk to parents/carers if this seems appropriate.

If inappropriate behaviour persists or is repeated, then staff will select from the following:

- send the child to another class for the remainder of the lesson / session or until they have time to talk through the incident – being clear on how long this will be for and what will happen next.
- ask the child to record what has happened – this is important as it generates a record of the event for reference and allows time for the child to calm down and think about the incident.
- record the incident.
- send the pupil to the Senior Teacher/Head Teacher. If sent to a senior member of staff there should be a record of the incident either on an a behaviour log or on CPOMS.
- share behaviour issues with the parents or carers.
- consult with the SLT/Inclusion team to organise support and or intervention.
- liaise with other staff (e.g. HSLW, Inclusion Team) as appropriate.
- set up a response/positive behaviour plan for this behaviour/child.
- ensure weekly pupil voice opportunities, e.g. circle time, are in place to support the other children in the class. If persistent negative behaviour is occurring, then consider more opportunities for everyone else in the class to be reassured and supported.
- ensure that if another child / adult is involved they have ongoing support as necessary.
- initiate a behaviour conference to discuss strategies and establish consistency. Consider support from outside agencies e.g. STIPS/Family Centre etc.

Extreme behaviour will need strategies tailored to meet individual needs. A behaviour conference should be held, with strategies agreed and shared with all concerned. These decisions will be recorded in a pro-active plan. Consistency from all staff is a key factor. We always try to look beyond the behaviour, to resolve the causes and not just apply short term sanctions and resolutions. Remember that all behaviour is a form of communication.

In many situations poor choices could and should be avoided and we endeavour to minimise potential ‘hot spots’ in and around the school. These times/areas need to be supervised and managed based on the behaviour displayed.

Appendix B
Harmful Sexual Behaviours

Using the Brooks Traffic Light Tool will help us to:

- decide next steps and make decisions regarding safeguarding children.
- assess and respond appropriately to sexual behaviour in pupils.
- understand healthy sexual development and distinguish it from problematic/ harmful behaviour.
- assist with communicating with parents/carers about the concerns we have about their child/children.
- assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

If staff see or hear of any sexual behaviour they will stop the behaviour immediately, report the behaviour to the Designated Safeguarding Lead and ensure the incident is recorded as per the school's safeguarding procedures.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has/have been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will take account of the wishes of the victim in terms of how they want to proceed and will consider:

- whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment.
- the nature of the alleged incident(s) including the intention, any mitigating circumstances and whether a crime may have been committed.
- the ages of the pupils involved.
- the developmental stages of the pupils involved.
- any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or part of a pattern.
- whether there are there ongoing risks to the victim, other pupils, siblings, adult students or school staff, or other related issues in the wider context.

Whilst the school establishes the facts of the case:

- the alleged abuser will be removed from any classes or areas that they share with the victim.
- we will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils whom we have a duty to safeguard.
- we will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises.
- we will use an In School HSB Risk Management Plan if assessed as appropriate.

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment as to the guilt or otherwise of the alleged abuser/s.

Any allegation of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed that a criminal offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

If there is no evidence of a criminal offence, or other reason for statutory intervention or Early Help it might be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.

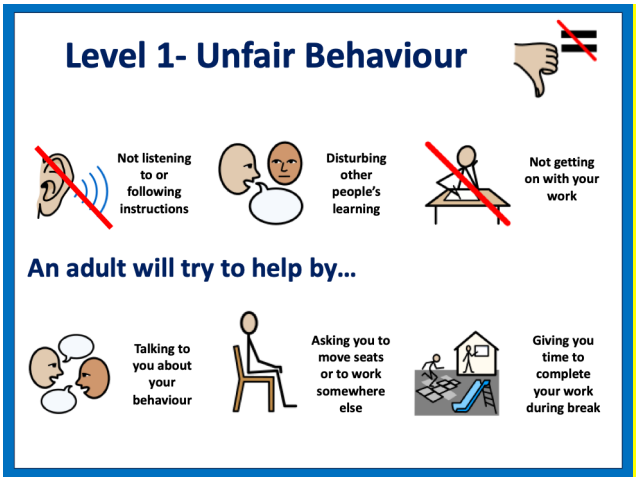
We may also decide that some child/ren involved do not require statutory interventions, but may benefit from Early Help.

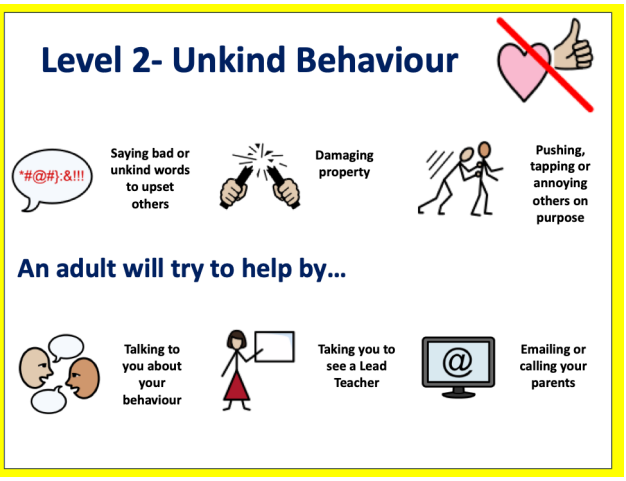
Early Help means providing support as soon as a problem emerges, which can be at any point in a child's life. We will decide if an Early Help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the Early Help process.

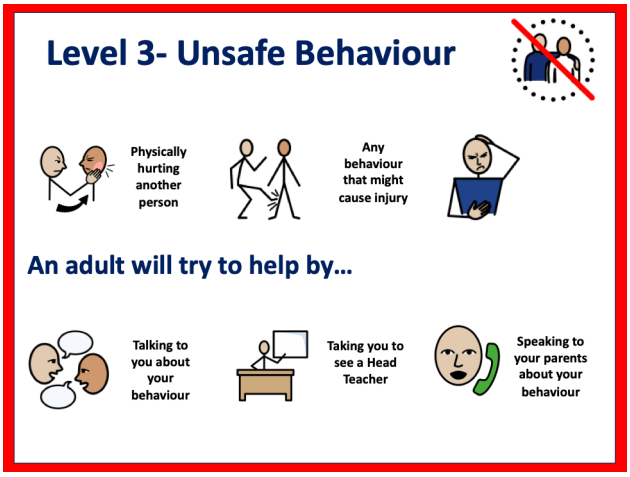
Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Appendix C

Consistent Language Prompts – School Wide







Level	Behaviour	Script	Action	Action, if continues further (throughout the day, week etc.)
1 unfair	-Repeated low-level disruption. -Not beginning or completing work. -Not following instructions.	-"How can I help?" -Is there anything that is stopping you from learning? -We've only got 10 minutes before playtime, so what are we going to do? -Are you ok?	-Restorative conversation with triggers/reasons identified Possible additions: -Child to move seats within the classroom or to the other year group classroom -Time to complete task (during playtime in classroom or in communal area or home if appropriate)	-Staff member to call/email home to share what has been happening. - Discussion with Inclusion Team
2 unkind	-Being unkind to peers and adults -Damaging resources -Intentional, low-level physical contact (pushing, tapping etc.)	-That is very unkind; at school we are kind. -We look after each other and our resources. -Let me explain why this is not acceptable.	-Restorative conversation with triggers/reasons identified -CPOMs entry logged with Phase Leaders alerted -Conversation with Phase Leader. Class teacher or Phase Leaders to speak with parents	-Conversation with Phase Leader
3 unsafe	-Hitting another person (kicking, slapping, punching) -Extreme damage to property with the potential to injure -Behaviour with potential to injure (climbing fence to swimming pool) -Swearing, potential racist or homophobic comments -Running around classroom or jumping on furniture	-This is unsafe; at school we must be safe.	-Child goes to Head of School or Headteacher -Parents contacted -CPOMs entry logged	-Suspension at Headteacher's discretion