



POSITIVE BEHAVIOUR POLICY

Date	Review Date	Head Teacher	Chair of Governors
September 2025	September 2026		

Vision Statement:

At The Churchill School we are committed to delivering a quality education for all children. Our pupils are at the very heart of what we do and we strive to develop every single child into a resilient, independent and passionate learner who is ready for the next stage in their learning journey. All children are growing up in a world with endless options, we must equip them so that they can turn options into opportunities.

Our school motto is '**Champions in play, Leaders in life**'. This phrase encapsulates who we are and what we do. We believe that learning through play and working together enables us to reach our aspirations.
#teamchurchill

Staff and Governors of The Churchill School believe that...

At The Churchill School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate **consequences** which are seen by all to be fair and just and applied consistently when standards are not maintained.

Some children may require more support to reach the high expectations we set and may need additional behaviour support plan, specific reward charts or targeted strategies to support them. The focus for all children and staff will be on positive recognition and rewarded for making positive choices.

For our Behaviour policy to be successful it requires all adults to set high expectations at all times and be consistent with applying the rewards and sanctions. Every child at our school has the right to learn but no child has the right to disrupt the learning of others. The establishment of an inclusive, positive and caring ethos is essential for learning. It depends upon trusting relationships and teamwork with the involvement of the children, governors, parents and carers and others in the community.

We believe that good behaviour means that everyone in school is;

- Careful and kind

- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of The Churchill School and ensuring the happiness and clearly outlines the expectations and consequences of behaviour for everyone. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Providing clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.
- Ensure high 'Behaviour for Learning' expectations are set and adhered to by staff and pupils.

Staff Responsibilities

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To welcome every child individually in the morning
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To display class rules/code of conduct and positive and negative consequences
- To be a good role-model
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy. Teacher will be reactive to their classes' behaviours and ensure these lessons are tailored to meet the needs to their class.
- To foster and promote good relationships with children and parents, encouraging a sense of belonging within the school and wider community

- To display routines clearly and refer to them regularly
- To offer equal opportunities in all aspects of school life and recognise the importance of different cultures
- To reject all bullying or harassment in any form
- To care for, and take pride in, the physical environment of the school
- To work as a team, supporting and encouraging each other
- To set high expectations for 'Behaviour for Learning', explicitly teaching skills (linked to staff CPD programme)

Parents' Responsibilities

- To make children aware of appropriate behaviour, including 'Behaviour for Learning'
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules
- To care for, and take pride in, the physical environment of the school

Children's Responsibilities

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration and respect for others
- To consider the effects of their actions on others

At The Churchill School, we believe it is vital that positive behaviour is recognised both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

School Rules (Home School Agreement)

For a safe and happy school we are expected to...

- Arrive at school on time;
- Wear our school uniform;
- Show respect to everyone in school;
- Be truthful, well-mannered and kind;
- Take pride in our school building;
- Look after our books;
- Walk sensibly around the school;
- Keep our school litter free;
- Set a good example to others;
- Exercise self-control;

Rewards

We at The Churchill School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Each teacher will have their own system of class rewards. Rewards may include the following:

- Values award KS1 and KS2 (presented in celebration assembly)
- Verbal praise – Praise in public (PIP)
- Verbal or written praise to child/parent
- A simple word of thanks
- Stickers, stamps or raffle tickets
- Star of the Week
- Certificates
- Written comments in books
- Sending the child to another teacher or Senior Leadership Team for praise.
- Sticker charts
- Individual or group prizes
- Additional play
- Marbles in a jar

Approaches and Consequences for Negative Behaviour

The behaviour approach used within the school will allow for children to reflect upon negative behaviour but also learn from their experiences.

If a child does not follow the positive behaviour expected, we used a tiered sanction system, depending on the behaviour. Most behaviour will be given one explicit verbal warning in the first instance. This will be made very clear to each child so that they understand continuation of the behaviour will result in a further sanction.

If a child's behaviour continues the child's name will be moved down to the blue zone/thinking zone as a visual/written warning. If behaviour continues the child will be sent to another class so they can be taken away from the environment to think more carefully about their actions. In the circumstances where the child continues to not being able to manage their behaviours and exhibits more extreme behaviour then SLT will be called to help support the situation.

When a child has shown behaviour that results in a consequence more than once in a day, the teacher will ensure a conversation, in person or by phone, is had with the parent the same day. If a child is showing this type of behaviour regularly (more than 3-4 times a week) a meeting will be held between the teacher and the parent/carer. This may be arranged by the class teacher or via the office.

If a child exhibits more extreme behaviour a meeting will be set up between the parent, class teacher and member of phase team/SLT/behaviour lead/SENCo as soon as possible.

All staff will be responsible for challenging negative behaviour and will ensure consistency in which behaviours are tackled. This should happen as privately as possible, so as not to shame the child in front of a class/group of children – Remind in Private (RIP)

Classes will devise their own set of rules based around our three main principles; everybody has the right to learn, kindness and respect. Discussions of expectations and appropriate consequences will be had within the classroom to ensure the class have ownership over it. These are displayed and referred to on an ongoing basis. Teachers and pupils will reflect on the circumstances around each incident individually and decide on any consequences on an individualised basis.

Consequences for behaviours can be given by an adult at any point during the day. All staff will be consistent in challenging the following behaviours and setting high expectations at all times.

Examples of behaviours that will be consistently challenged:	Examples of potential consequences:
<ul style="list-style-type: none"> - Leaving class without permission - Disturbing others' learning - Speaking to others in a rude manner; use bad language to insult or upset others - Physically hurting others – children or adults - Not following instructions when asked; not always showing respect and manners to others 	<ul style="list-style-type: none"> - Time out in designated area set by the adult - Time out of playtime/lunchtime - Pay it back – do something positive for the person that has been upset - Internal exclusion (must be agreed by SLT) - External exclusion (must be agreed by the Headteacher)

All consequences will have to be considered in line with the child's developmental understanding and specific needs. We believe that each child should have the chance to 'start again' and therefore after lunch time the child will come in on a 'clean slate' (green zone) with an opportunity to demonstrate positive behaviours.

To support children restorative language and micro-script will be used, see appendix 3 for school blueprint.

Behaviour Support Plans and Risk Assessments

Depending on the incident or frequency of incidents, it may be necessary to implement a Risk Assessment or Safety Plan for a child. This will allow adults to be pro-active rather than re-active ensuring that children's behaviour needs are recognised and appropriate strategies are put in place to minimise any future incidents. All plans are regularly communicated and reviewed with children, staff and parents.

[Blank Master of Personal Support Plan.docx](#)

Internal Exclusion

Internal exclusion is the isolation of a child from their usual class setting alongside a member of staff. They will be set learning by their class teacher and will have appropriate rest breaks during the seclusion. The length of the exclusion needs to be considered in each individual case, parents will be informed and the school will seek their support in this decision. All internal exclusions will be recorded on the child's file. This sanction can only happen in agreement with a member of SLT.

Suspension/exclusion

Suspension/exclusion is seen as a last resort when all other sanctions have failed. Only the headteacher/deputy headteacher may exclude a child and parent/carers will always be notified in writing. The Chair of Governors is informed and parents have the right of appeal. The exclusion period is at the discretion of the headteacher and may be from 1 day upwards, but will rarely exceed 5 days. The length of exclusion will be related to the misdemeanour and any previous exclusions.

Pupil Transition

Teachers will create class rules and expectations in conjunction with the children at the beginning of each academic year. These will be referred to regularly as part of classroom practice. Anyone new to the school through the academic year will be introduced to the class rules and expectations. These expectations will be displayed in the classroom so that any member of staff working in the classroom can refer to them, ensuring a consistent approach.

Physical Intervention by Staff

Occasionally, school staff may have to use physical interventions to support a child to ensure that they and others are safe. In this instance we would follow our Positive handling training techniques and follow the DFE guidance.

[DfE Use of reasonable force](#)

Some examples or reasons for use of physical intervention would be to:

- a pupil behaving in a way that disrupts a school event or a school trip or visit;
- a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour or others;
- a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and safely move them away from the environment to prevent them harming themselves through physical outbursts.

Use of physical intervention would be considered by way of a dynamic risk assessment, by the adult, in the moment. It will always be recorded on CPOMs as a physical intervention and a member of SLT will be notified and where appropriate will be followed up. The parents must always be informed if their child has required a physical intervention. If a child's behaviour requires more regular physical intervention a risk assessment needs to be considered. The behaviour/SEN team will be responsible for this and will share and review this with parent as part of the provision reviews or more frequently if required.

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- **Positive Feedback**- Acknowledge/Approve/Affirm:
Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- **Positive Correction**- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Wonderful Walking" instead of "stop running." Avoid saying, "don't" or "stop".
- **Positive Repetition**- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- **Non-verbal Cues**- hands up, finger on the lips, the "look".
- **Give take-up time**- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- **Re-direction**- repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **Tactically ignore**- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **Physical Proximity**- move closer to a disruptive pupil
- **Distraction/ Diversion**- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **Clear Expectations**- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- **Where/ What**- "Where should you be?" (In my seat) What should you be doing? (My work).
- **Choices**- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"

- **Broken Record**- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **Private Reprimand**- a quiet word rather than a public confrontation.
- **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Detention outside school hours

- Detentions outside of school hours are not used at this school.

Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation: July 2022 DfE).

Behaviour outside school

Poor behaviour outside school that could have repercussions for the orderly running of the school **or** poses a threat to another pupil **or** could adversely affect the reputation of the school will be dealt with, following this policy, by a member of the Senior Leadership Team (SLT).

Communication and partnership with parents and carers

We give high priority to clear communication within the school and to a positive partnership with parents and carers. Parental participation in many aspects of school life is encouraged. A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents or carers will be informed and action will be discussed.

Racism is considered to be **prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior*

MONITORING AND EVALUATION

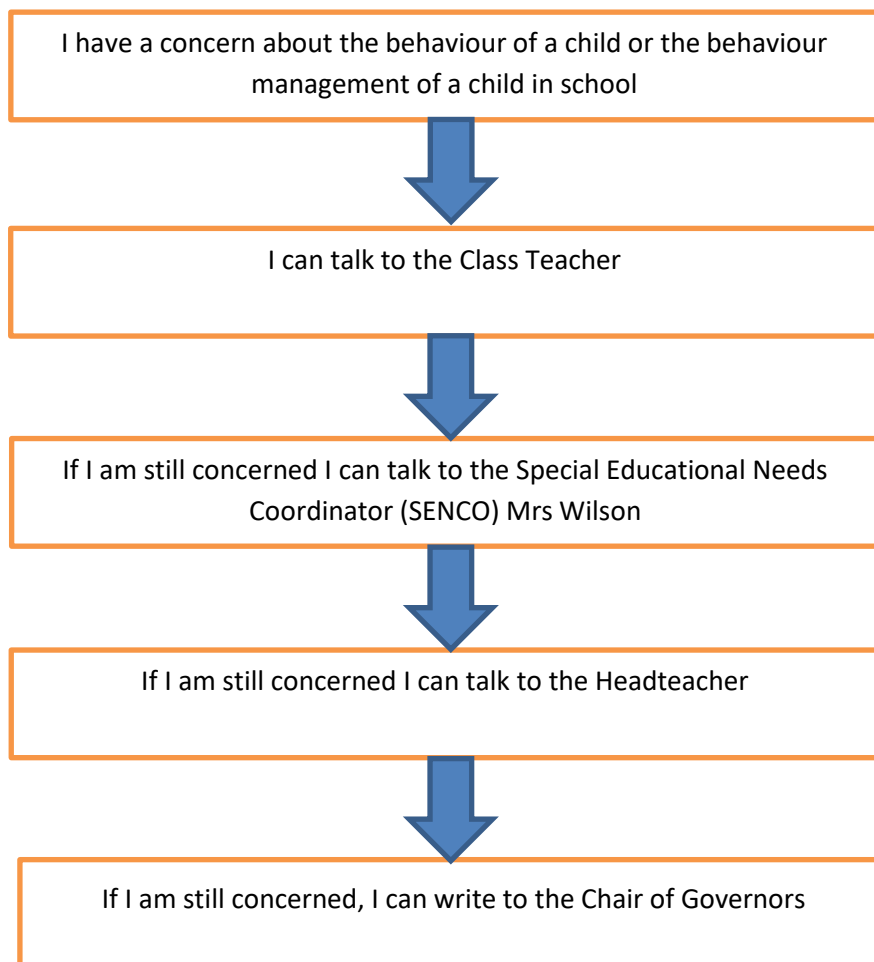
Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Behaviour Leader in conjunction with the Headteacher. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the Behaviour Leader with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Link to Special Educational Needs Code of Practice Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

Review of the Policy:

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

Procedures for Concerns



Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- Attendance
- Staff Code of Conduct

Appendix 1

Strategies for dealing with difficult situations

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly
- Remind pupil of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the pupil away from the group for a short period. This models a nonviolent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting- refer to Safe Handling Policy (DE, 2004)
- Always remember to give a thought driven professional response to a pupils behaviour with a view to de-escalating the situation
- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour
- Consistency of approach from all adults
- Give the following messages to all pupils;

“I want you to succeed in my class.”

“You are responsible for your own behaviour”



HOME SCHOOL AGREEMENT

The Churchill School aims to serve the community by providing an excellent education to pupils of all abilities and backgrounds. We strive to switch children onto learning through outstanding teaching and learning.

We aim to create an environment in which each child is valued and special and in which respect for the rights and needs of others is nurtured.

The School promotes spiritual, cultural, moral and social wellbeing through :-

- the experience it offers to all its pupils
- being sensitive to and tolerant of each other
- valuing the school environment
- taking pride and satisfaction in the achievements of all those involved with the school
- Respect to all

THE SCHOOL WILL:-

Work in partnership with all parents & carers to :

- Provide a happy and secure learning environment.
- Offer a high standard of teaching across the curriculum, meeting the statutory requirements of The National Curriculum and providing homework when appropriate.
- Keep parents regularly informed of children’s progress through parents; evenings, reports and meetings.
- Recognise and reward good attendance, effort, achievements, and good behaviour.

Headteacher *Mrs Z Stone*

I..... **(Child’s Name)**

WILL:-

- Be polite and kind.
- Keep my hands, and feet to myself.
- Take care of our school and local environment.
- Look after my own and other people’s things.
- Listen when others are speaking and then I will be ready to learn.
- Attend school regularly and on time.
- Wear school uniform and be tidy in my appearance.

Signed..... (child)

WE THE PARENTS OR CARERS WILL:-

- Ensure my child attends school on time. Gates open 8.35am. Registration begins at 8.45am.
- Ensure my child attends regularly and will inform the school of the reason for any absence.
- Encourage my child to work hard at school and will encourage my child to complete homework assignments.
- Support the school’s behaviour and discipline policy.
- Endeavour to attend Parent Evenings to discuss my child’s progress.
- Make the school aware of any concerns or problems that might affect my child’s work or behaviour.
- Ensure my child wears the correct school uniform.
- Ensure my child takes responsibility for their books/other school property and replace/pay for any books/other school property other is lost or damaged.
- Not take my child out of school for holidays during term time and understand that if I do this may incur a fine.

Parent/Carer

Class Teacher

Churchill Behaviour

Values: adaptability – togetherness – resilience



MicroScript

1. I can see that maybe you're feeling...
2. I can see that because you are...
3. The consequence of this will be...
4. Do you remember the ---- (positive behaviour) I saw yesterday/ earlier/ last week? That's what I need to see again now.
5. Thank you for listening.

Visible Consistencies

1. Daily Meet and Greet
2. Expected behaviours praised first
3. Calm, consistent adult behaviour
4. Daily reinforcement of our values

Stepped Boundaries

1. Reminder of rule + Do you need help with the rule?
2. Last chance Warning (using microscripts)
3. Name down to thinking zone.
4. Sent to a different class.
5. Repair / Restorative conversation and Reflection
6. Parent to be informed
7. Restorative conversation with SLT if needed (straight to this step if serious incident)
8. Individual Behaviour Plan
9. Suspension

Recognition

- Celebration Assembly
- Headteacher/SLT Awards
- Class Rewards
- Show work to another teacher
- Home Contact (Emails, Texts, Calls)

Relentless Routines

- Praise in Public (PIP)
- Remind in Private (RIP)
- Wonderful Walking
- Consistent Positive Language
- Non-Verbal Hand Signal

Restorative Language

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- What should we do to put things right?

“Champions in play, leaders in life”