



MORDIFORD C of E PRIMARY SCHOOL

Treasure each individual

NURTURE

INSPIRE

FLOURISH

Positive Behaviour Policy

Values: Love, Compassion and Respect

Contents

Policy Statement.....	2
Aim of the Policy	2
Purpose of the Policy.....	2
Expectations of Adults	3
Senior Leaders.....	3
Learners	3
Over and Above Recognition.....	4
Adult Strategies to Develop Excellent Behaviour.....	4
Managing Behaviour	5
Policy in Practice.....	6
Special Educational Needs	7
Exclusion.....	7
Power to use Reasonable Force.....	8
Bullying (See also Anti-Bullying Policy)	8
Searches without your child's consent	9
Equal Opportunities.....	9
Appendix	10

Last Reviewed: Sept 2024

Approved by Governors: 14/10/2025

Policy Statement

Mordiford C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning, based on Christian values. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides staff to support all children in learning how to regulate their emotions and behaviour through strong relationships, not blind compliance. We recognise that behaviour is communication, often reflecting unmet needs. As a Church of England School, our attitudes and responses to behaviour are rooted in the principle of "Treasure Each Individual." It is of the highest importance that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built upon the values of mutual trust and respect for all.

The school has 3 rules relating to behaviour:

‘Be Ready, Be Respectful and Be Safe’

These can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

- To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Expectations of Adults

Adult Behaviours – “When the adult changes, everything changes”

Consistent adult behaviour will lead to pupils consistently echo our school values and expectations.

We expect every adult to:

- **Meet and greet** on the playground/at the door
- Refer to ‘**Ready, Respectful, Safe**’
- **Model** positive behaviour and relationships
- **Plan** lessons that engage, challenge and meet the needs of all learners
- Use a **visible recognition** mechanism throughout each lesson
- Be **calm** and give time when going through the steps with the aim to **prevent** before giving sanctions.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners
- **Never ignore** or walk past learners who are behaving poorly

Senior Leaders

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

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Continually use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Learners

Learners want teachers to:

- Be fair and consistent
- Give them a ‘fresh start’ every lesson
- Create a safe and predictable environment
- Help them learn and feel confident

- Have a sense of humour
- Give recognition for good behaviour

Over and Above Recognition

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Mordiford C of E Primary School, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Children will be recognised and praised for their behaviour by:

Over and Above Recognition Board – Staff will add the learners name to the classroom's recognition board when the learners have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name **will not be removed** from the board once it is on until the end of the week.

House points – House points (maximum of 3) are given out as a recognition of achievement by individual children. Each Friday, the Year 6 house captains will go around and collect all the house points and add them up before sharing them with the whole school during the Celebration Assembly.

Celebration Assembly - During each week's Celebration Assembly two certificates will be rewarded to each class. One for demonstrating the school's values (Values Certificate) and one for achievement (Achievement Certificate).

Phone calls home – making a brief phone call to a family member in the presence of the child to acknowledge and celebrate their outstanding behaviour can greatly benefit them. The staff member should first articulate the reasons why the child's behaviour has been exceptional and then hand over the phone to the child to communicate with the family member.

Adult Strategies to Develop Excellent Behaviour

At Mordiford C of E Primary, adults apply the following principles in all interactions with pupils:

- **Identify** the behaviour we expect
- Explicitly **teach** behaviour through praising positive behaviour
- **Model** the behaviour we are expecting
- Practice behaviour
- **Notice** excellent behaviour
- **Create** conditions for excellent behaviour

Managing Behaviour

At Mordiford CE Primary, our behaviour approach is rooted in “Ready, Respectful, Safe.” Engagement with learning is always the primary aim. For most learners, a reminder or nudge is enough. However, we also recognise that some behaviours need to be recorded and tracked so patterns can be identified, and support can be put in place.

All staff follow these steps in class:




1. Reminder – gentle encouragement, private reminder of Ready/Respectful/Safe.
2. Caution – clear verbal warning, outlining consequence if behaviour continues.
3. Last Chance – private conversation using a short script, final opportunity to engage. Child owes 2 minutes at break for restorative discussion.
4. Time Out – short time away from class to reset, before returning.
5. Repair – restorative conversation using 5 simple questions.

At all times, children are given take-up time, and staff remain calm and consistent.

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see.

All learners **must** be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Steps	Actions
1) Reminder 	Gentle encouragement, a ‘nudge’ in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Adult to take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution 	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour, and clearly outlining the consequences if they continue. The learner will be supported to regulate and return to positive behaviour, so they are able to reconnect with their strengths and sense of belonging.
3) Last Chance 	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention. See appendix D for examples.

	The child will then spend 2 to 5 minutes at break in a restorative conversation with the adult, providing space for reflection and reconnection.
4) Time Out	Time away from class may be needed to co-regulate and calm, in a safe space, before returning to learning. This is not a punishment, but an opportunity for reset. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves before returning to lesson.
Repair (Restorative Conversation)	<p>5 questions from below are enough.</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>As you address each question together, remember that in-between your truth and their truth, is the truth.</p>

Policy in Practice

Our positive behaviour strategy means unacceptable behaviour is uncommon, but when it occurs, it is addressed consistently through the steps above. Children are encouraged to take responsibility for their choices.

- Restorative conversations follow all incidents where a sanction has been given.
- Sanctions are consistent but proportionate, always paired with repair and reflection.
- Senior leaders support staff with Levels 4–5 behaviours and ensure data is reviewed regularly.

Our positive behaviour management strategy means that unacceptable behaviour is relatively uncommon at Mordiford C. E. Primary School; however, we acknowledge that sometimes in life it can be difficult to all get along, all the time.

We expect everyone at Mordiford C. E. Primary School to be:

- **Ready** for work
- **Respectful** to others and resources
- **Safe**

In September 2021, we worked with students to create a behaviour consequences ladder to clarify with students what consequences occur if good behaviour has not been upheld.

The Year 6 students helped to create a ladder with 5 levels of behaviour, and they helped determine consequences attached to each behaviour as we want children to take responsibility and learn from their mistakes.

Special Educational Needs

If a child has Special Educational Needs, different strategies might be employed to deal with behavioural issues. These strategies will be shared with all staff to ensure a consistency of approach. If behaviour management becomes a whole school issue, the child concerned will be placed on the special needs register and an Individual Behaviour Plan and Risk Assessment will be drawn up. If necessary, the school will liaise with support agencies such as the 'Behavioural Support Service'.

Parents will be contacted before placing a child on the SEN register for behavioural or any other reasons. Parents will also be contacted before formally involving outside support agencies.

Support within the school:

The staff and head teacher work as a team and matters of behaviour and discipline are discussed regularly both formally, through staff meetings and meetings with lunchtime staff, and informally. Our colleagues are often our best source of immediate low-key support.

When dealing with a child's specific behavioural problems, more specialised advice would be obtained from external agencies such as the Educational Welfare Officer, School Nurse, School Doctor, Educational Psychologist, BSS, Community mental/health service and social services.

At lunchtimes, routine discipline is the responsibility of the lunchtime staff, but they work in close partnership with teaching staff. Any problems are always reported back to the teaching staff and/or head if sanctions are thought to be necessary. General concerns about pupils are relayed in the same way. During wet playtimes and unstructured time, behaviour is monitored, and any issues dealt with through applying the strategies outlined above.

Lunchtime supervisors will report any examples of 'Unacceptable Behaviour' to the class teacher and recorded by the member of staff on Scholar Pack, these incidents are monitored by the head and deputy head of school.

Exclusion

Exclusion is a last resort and only used when every relational and restorative option has been exhausted, or safety is at risk. Restorative meetings always follow to rebuild trust. The actions taken are in accordance with the guidelines issued from the Department for Education and the Local Authority. Guidance from the Department for Education July 29th, 2011 - 'Ensuring Good Behaviour in Schools'.

The Head teacher may also exclude a pupil permanently. If the Head teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion.

The Head teacher will inform the governors and Local Authority about any permanent exclusion or fixed term exclusion. The Governing Body discipline committee considers any exclusion appeals on behalf of the governors.

Parents can appeal against the decision to the Governing Body. The school will advise parents on how to make any such appeal. Parents can also challenge permanent exclusion with the governing body. If they agree with the exclusion, parents can appeal to the Academy Trust. The governing body must tell parents how to do this.

Power to use Reasonable Force

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

The legal provisions on school discipline provide members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Mordiford CE Primary School teaching staff have been trained in the Team Teach approach, which teaches the appropriate and safe handling of pupils if the situation should arise.

Bullying (See also Anti-Bullying Policy)

Bullying is repeated and targeted behaviour aimed at a tormenting, hurting or intimidating another pupil, bullying behaviour can be physical or verbal. We do not tolerate bullying of any kind.

It is almost impossible to separate an approach to the problems of bullying from the school's general approach to discipline, so our approach is recorded here as an integral part of our behaviour policy.

We aim to develop an ethos where children feel valued, respected and safe. We ensure that teachers and other members of staff are viewed as people with whom concerns and worries can be shared.

Through cross-curricular work (including PSHE, R.E., English, Science etc.) the issues and the problems of bullying will be discussed along with the consideration of possible coping strategies.

If, however, a bullying situation arises, staff will employ the same strategy of discussion and negotiation, used when dealing with any other behaviour problem. The discussions would, however, be slanted towards helping the children to get to the root of the problem and helping them to build bridges. Parents would be informed of any serious problems and be invited to be a part of any discussions that took place.

We have an 'open door' policy with parents and if concerns are raised in connection with bullying, the issues are thoroughly investigated and, if needed, appropriate action taken.

Feedback will be given to the parents involved and the issue will also be discussed with the Chair of Governors.

Searches without your child's consent

The school doesn't need your child's consent to search them if they think your child has:

- weapons, e.g. knives
- stolen goods
- anything banned in the school rules

These things can be confiscated.

Equal Opportunities

We acknowledge that triggers for bad behaviour can sometimes be because children feel/believe that they have not been treated fairly. We are committed to providing a consistent approach and to providing equal opportunities for all (see Equal Opportunities policy). We are committed to helping everyone and in preparing children to live harmoniously in a world of diversity and difference.

Appendix

Appendix A - Rights and Responsibilities

Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none">• To be able to learn to the best of their ability.• To be treated with consideration and respect.• To be listened to by the adults in the school.• To know what is expected of them• To feel safe.• To be treated fairly.	<ul style="list-style-type: none">• To treat others with consideration and respect.• To do their best and let others learn.• To follow instructions from teachers and other staff.• To support and encourage each other.• To take responsibility for their own actions.• To care for and take pride in the environment of the school.• To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none">• To be treated with respect by pupils, parents and colleagues.• To be able to teach without unnecessary interruption.• To work in a supportive and understanding environment.• To feel safe.	<ul style="list-style-type: none">• To create a safe and stimulating environment in which all children can learn.• To always treat pupils with consistency and respect.• To foster good relationships, leading by example.• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.• To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none">• To be sure their children are treated fairly and with respect.• To know their children are safe.• To be able to raise concerns with staff and be told when their child is experiencing difficulties.	<ul style="list-style-type: none">• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.• Ensure children attend regularly and on time.• Be aware of the strategies of the school and reinforce these at home.• Promote good behaviour, politeness, courtesy and consideration for others.• Inform the school of any concerns that may affect the behaviour of their child.



Consistency in Practice

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring ‘certainty’ at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, **simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced **rituals and routines for behaviour around the school**: In classrooms, around the school, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

30 Second Scripted Intervention

1. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact.
2. Have a gentle approach, personal, non-threatening, side on, eye level or lower.
3. State the behaviour that was observed and which rule/expectation/routine it contravenes.
4. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
5. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
6. Look around the room with a view to catch somebody following the rules.

With a script, you no longer need to improvise. It is not driven by big sticks and big sanctions. It must leave the child thinking about their actions and knowing that someone important believes they are better.

The moment you deliver a sanction is the moment confrontation, complaint or protest will emerge. Counter this immediately by reminding the child of a previous example of their personal discipline. "Do you remember yesterday/last week when you helped me tidy up/led the group/ gave me that excellent piece of work? I know that is the ____ I need to see today. Thank you for listening." If they are trying to hook you back with secondary behaviour, keep walking. Write it down and address the behaviour when everybody is calm.

Seven assertive sentence stems

The pace, inflection and volume are all being interpreted and misinterpreted.

1. You need to... (speak to me in the corridor).
2. I need to see you.... (following the agreed routine).
3. I expect.... (to see your table immaculately tidy in the next two minutes).
4. I know you will... (help *** clean the pen off her face).
5. Thank you for... (letting go of her hair, let's walk and talk).
6. I have heard what you said, now you must... (collect your things calmly and move to a different desk).
7. We will.... (have a better day tomorrow).

Microscript

Step 1 - Addressing the behaviour:

- I noticed you are... having trouble getting started/ struggling to get going/ wandering around the classroom dabbling)
- It was the rule about... (lining up/ staying on task/ brining military hardware into school) that you broke.
- You are not... (ready, showing respect, being safe) which is one of our school rules.
- You have chosen to... (move to the back/ catch up with your work at lunchtime/ speak to the man from Scotland Yard).

Step 2 - Reminding them of a positive:

- Do you remember last week when you... (settled quickly/ got the positive note/ won the Nobel Peace Prize?)
- Do you remember yesterday when you helped me tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging, and dangerous. I don't like your behaviour, but I believe that you can be a success.
- I am not going anywhere. I care about what happens. You are going to be brilliant.
- That is who I need to see today...

Step 3 - End with:

- Thank you for listening.

Refocusing the conversation

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes, sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation."*

Restorative Conversations

We understand that children will, at times, make poor choices and our restorative approach gives children the opportunity to learn from these. Therefore, following an incident, the adult involved will have a restorative conversation with the child based around 5 questions from below:

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

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

Remember that **in-between your truth and their truth, is the truth.**

The Power to Discipline Beyond the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises, and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all of circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.