



# Positive Behaviour Policy

***‘Be Ready, Be Respectful,  
Be Safe’***

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Name of person responsible for this policy	Christopher Fulton
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# Positive Behaviour Policy

Victoria Primary School

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## Purpose

Our policy is based on the principles of mutual respect, self-control and proper regard for others. The aim is to create a safe, happy and secure environment in which children learn consideration and respect for others.

In all of this, strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents as the attitude of parents can have strong influence on the pupil's response to authority and rules in school.

**The purpose of our school's policy for behaviour and citizenship is to:**

- **Encourage and praise good behaviour;**
- **Prevent and discourage inappropriate behaviour;**
- **Deal with inappropriate behaviour in a fair and consistent manner.**
- **Develop behavioural skills in the pupils that will benefit both them and the community in which they live and learn.**

**The basic aims are:**

- To develop in our pupils a sense of self-discipline, and an acceptance of responsibility for their own actions.
- To create the conditions for an orderly community in which effective learning can take place and in which there is mutual respect between all members.
- To build positive pupil/teacher relationships as the key to classroom control and a positive teaching and learning environment for pupils.
- To establish good standards of behaviour. This is a whole school matter - a corporate responsibility of staff, in partnership with parents and pupils themselves.
- To implement and review a clear policy which is fair and consistently implemented. The policy should be understood and endorsed by the whole staff and has been properly and fully communicated to pupils and parents.
- The school principal gives a strong lead in taking a positive view of pupils;
- That pastoral care is an integral part of all teachers' work.
- To devise and implement a curriculum that has been reviewed and deliberately structured towards the more active involvement of pupils in their learning and in planning their learning. The curriculum should teach pupils to have an acceptance of more responsibility for their own progress and more opportunities for positive achievement in all aspects of school life.

- That sanctions are clear and communicated to all involved, but subject to constant review; in particular staff are encouraged to appreciate the objectives underlying the rules and to apply them fairly and equitably;
- That special emphasis is placed on dealing with problems at their point of origin;
- That regular contact is maintained with external support staff in the E.A. Region and other bodies, and their direct assistance is available if needed;
- That behaviour patterns are monitored and regularly assessed to identify and address any particular trends.

Our Behaviour Policy is based on the Five Pillars of Pivotal practice from ‘When The Adults Change, Everything Changes’ (Paul Dix, 2017)



### Expectations of Staff

We expect every adult to:

- Meet and greet at the door;
- Refer to ‘Ready, Respectful, Safe’;
- Model positive behaviours and build relationships;
- Plan lessons that engage, challenge and meet the needs of all children;
- Use a visible recognition mechanism throughout lessons (eg, Recognition boards);
- Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions;
- Follow up every time, retain ownership and engage in reflective dialogue with children;
- Never ignore or walk past children who are behaving badly.

### Expectations of Parents

We expect every adult to:

- Support the school in ensuring excellent behaviour in school is a shared expectation;
- Support the class teacher in any sanctions deemed necessary;
- Maintain open lines of communication with the school;
- Refer to ‘Ready, Respectful, Safe’;
- Model positive behaviours and build relationships.

### Expectations of Leaders

Leaders are 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 children. We expect senior leaders to:

- Meet and greet children at the beginning of the day;
- Be a visible presence around school to encourage appropriate conduct;
- Support staff in returning children to learning by sitting in on meetings and supporting staff in conversations;
- Regularly celebrate staff and children whose efforts go above and beyond

expectations;

- Encourage positive communication with parents (notes & phone calls);
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assess interventions.

Senior Leaders will:

- Take time to welcome children at the start of the day;
- Be a visible presence around the site and especially at transition times;
- Celebrate staff, leaders and children whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support teachers in managing children with more complex or entrenched negative behaviours;
- Regularly review provision for children who fall beyond the range of written policies.

### **Recognition and rewards for effort**

We recognise and reward children who go 'over and above' our standards. Our staff team 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 children who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a Seesaw message, a positive note home, a phone call or a face to face chat.

Our celebration assembly takes place once per week, where one child from each class will be recognised in front of their peers. This child will have consistently gone 'over and above' in our school rules and values during the week. The children will receive a certificate to recognise their achievement and have the opportunity to sit on the 'Best Seats In The House' in assembly. They take their seat for the duration of this assembly. Each month, all children who have received an 'Over and Above' award will be invited to a special event with the Principal / Vice Principal. Parents / Carers will also be invited.

Children who go over and above in the three core rules or school values consistently and who are spotted doing so by the Principal, will be awarded with a 'VPS Ambassador' badge to show that they set a great example to all children and staff in school.

### **Managing Behaviour**

At the heart of managing behaviour effectively is a strong partnership between parents and the school staff, as recognised in our 'Home / School Agreement'.

For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. This step, if needed, will always be taken with care and consideration, considering individual needs as necessary.

Staff will praise the behaviour they wish to see and will not pander to attention seeking behaviour. All children will be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### **Practical steps in managing and modifying poor behaviour**

Children will be held accountable for their behaviour and staff will endeavour to teach responsibility as a life value. Staff will use the steps in behaviour for dealing with poor conduct without delegating the responsibility of it to someone else. It is the aim that children should be kept at steps 1 and 2 for as long as possible.

Aspects of behaviour that do not meet our 'Ready, Respectful, Safe' rules have a clear and consistent consequence. The stages below, as well as the rewards on offer for positive behaviour, help enforce to children that 'their behaviour is their choice'.

The 5 stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe.'

If incorrect behaviour choices are made, the next stage is used with clear scripts guiding each transition.

Each child begins each session on Stage 1, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of each session.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. In these cases, the individual needs of the child may explain their behaviour, but it does not excuse it. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract from the ultimate purpose of this policy.

The five stages are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

#### **Stage 1 – The VPS Way!**

If needed, this script will be used, by all staff, at Stage 1

**Script: <Name>, I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are ready/respectful/safe (refer to the appropriate rule). Thank you.**

We expect everyone to be on Stage 1 and while on Stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values. This stage is exemplified by children being ready to learn, respectful and safe in their behaviour.

We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our school rules.

#### **Stage 2 - The Warning Card.**

This script will be used, by all staff, at Stage 2

**Script: <Name>, I am giving you time to think now. When you (describe behaviour here) you are not following our rule of (name rule here). You are choosing to have a Warning Card. Do you remember when (description of previously displayed positive behaviour by child). That is the behaviour I would like to see. If you do not change your behaviour, you will need to take some time away from the class. Thank you.**

A clear verbal warning will be delivered privately (wherever possible), making the child aware of their behaviour and clearly outlining the consequences if they continue. It will be delivered with a warning card. The support of this visual reminder will help the child to return to Stage 1 quickly. "Your behaviour, your choice."

Children will be reminded of their previous good conduct to prove that they can make good choices. They will have the warning card for 5 minutes as they are given time to think and get themselves back to Stage 1. If they do, the card is removed by the teacher and the pupil is back on Stage 1. If the unwanted behaviour is taking place outside at breaktime or lunchtime, this five minutes 'thinking time' will be spent with an adult.

This action will be recorded on SIMS.

### Stage 3 - Time Out (phonecall home)

This script will be used, by all staff, at Stage 3

**Script: <Name>, you were given the opportunity to change your behaviour and are now choosing to have a Time Out because you are not following our rule of (name rule here). We will discuss this more later. For now, you need to take some time out to help you focus and ensure you get back to the VPS way of behaving. Thank you.**

If the behaviour continues the adult may decide that 'time out' away from the distraction is necessary. This may be within their own classroom or in the other classroom for that year group. During 'time out' the child will be expected to continue their learning and once this is complete, hopefully they will show that they are ready to go back to Stage 1.

A phonecall home will be made by the class teacher when a child reaches stage 3. The phonecall will inform parents of the rule or rules which have not been followed. This action will be recorded on SIMS. The child will be informed of this at the end of the session, after time has been given to deescalate the situation.

**Script continued: <Name>, you made a poor choice that resulted in you having to have Time Out and I have phoned home / will be phoning home. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.**

A restorative conversation\* will be had with any child reaching Stage 3, on returning to class at the end of the session. If a reasonable amount of work has not been completed, it will be sent home to complete and return the next day, signed by the parent. This is to help the child understand that there are consequences for not completing their work and that the responsibility for making up time lost is with them not the teacher.

This action will be recorded on SIMS.

### Stage 4 – Reflection Time (Playtime)

This script will be used, by class teacher or Senior Leader, at Stage 4

**Script continued: <Name>, you made a poor choice that resulted in you having chosen to have a Time Out and I have written a note home and phoned home. You are missing out on your breaktime tomorrow. Do you remember when (description of previously displayed positive behaviour by pupil). That is the behaviour I would like to see. Thank you.**

If the child was unable to moderate their behaviour at Stage 3 and a consequence is necessary, they will miss breaktime the next day and have reflection time in Room 13 (KS2) Room 1 (KS1), where they will complete a Reflection Time Sheet, which will be taken home, signed by a parent and returned. The teacher will have a restorative conversation with the pupil, using the Reflection Time Sheet as a guide.

This action will be recorded on SIMS.

#### **Stage 4a – Reflection Time (Home or Parent Comes To School)**

This script will be used, by class teacher or Senior Leader, at Stage 4a

**Script: <Name>, you are now choosing to be on Stage 4 because you are not following our rule of (name rule here). I will now ask an adult to take you out of our room so that we can continue to enjoy our learning in class. Thank you.**

In the circumstance that the rule or rules continue to not be followed within a given lesson, or for serious breaches of behaviour, the child will be removed from the classroom to ensure that effective learning is able to continue for the rest of the class. Depending on the circumstances, the child will be sent to one of the SLT team. The parent will be contacted immediately and asked to either come to school to speak with their child or to collect the child from school. The parent will be asked to complete a Reflection Time Sheet with their child at home and return to school with the child the next day before they can return to class.

The reflection sheet will be signed by the parent, filed by the class teacher on SIMS and recorded. A restorative conversation\* will be had with any child reaching Stage 4 by the person who has issued it, the parent and the SLT member together.

#### **\*Restorative Conversation**

- 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? .

If the pupil exhibits aggressive or threatening behaviour or is excessively worked up and the adult feels that the safety of other pupils is at risk, the pupil will not be allowed out to the playground.

This action will be recorded on SIMS.

#### **Stage 5 – Behaviour Support Plan**

These are designed for those children who struggle to stay on Stage 1 and need more guidance on a daily basis. They also form a picture of behaviours over a week so that any problem times can be pin pointed and support can be given.

Further support involving clear targets set in conjunction with parents and daily communication between home and school. Where a child's behaviour becomes a concern, behaviour management support commences.

Behaviour becoming a concern is defined at Victoria Primary School as:

“Aspects of a child's behaviour which regularly impacts their own learning or well-being or that of another child” and may be shown by:

- A child reaching Stage 3 two to three times a week for a period of time.

Structure of Behaviour Management Support:

The following routine will be adopted in this scenario:

- The child and teacher will meet with a Senior Leader to discuss the behaviours of concern and their impact.
- A Behaviour Support Chart will be established which sets achievable behaviour targets for the child.
- This will be shown to the class teacher/Senior Leader at the end of each day and



also taken home and signed.

- Where improvements are seen, the child will be rewarded and the behaviour support stopped.
- Where improvements are not seen, additional interventions will be considered.
- A time frame will be given for this plan

This action will be recorded on SIMS.

**Risk Reduction Action Plan:**

Where a child's behaviour becomes a significant concern, a Risk Reduction Action Plan commences. Behaviour which is reaching a crisis is defined at Victoria Primary School as: "Aspects of a child's behaviour consistently impacting negatively on the learning and well-being of themselves and those around them" and may be shown by:

- A child reaching Stage 4 or 5 more than once a week.
- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour.
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion.

This action will be recorded on SIMS.

As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profiles or in the form of an adapted behaviour support plan which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies.

**Staff Guidance:**

Stage	Actions	Behaviours
<p><b>Stage 1: The VPS Way</b></p> <p><b>Redirection/Reminder</b></p>	<p>We expect everyone to be at Stage 1, where they can access the recognition and rewards for following the school rules and displaying our school values.</p> <p>A gentle encouragement in the right direction. A reminder of our three simple rules - Ready, Respect, Safe delivered privately wherever possible. Repeat reminders if necessary, deescalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder.</p>	<p>Not following the 3 rules: Not following instructions, Not listening, Disrupting learning, Running in Corridors, Arguing with peers, Boisterous behaviour, Talking at inappropriate times, Distracting other pupils, Disobeying instructions, Shouting out / leaving seat, Incidents of taking property of others, Making unkind remarks</p>
<p><b>Stage 2: Warning</b></p>	<p>A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. A Stage 2 card will be issued for 5 minutes, acting as a visual reminder to help the child get back to Stage 1 quickly. Children will be reminded of their previous good conduct to prove that they can make good choices.</p> <p>Record on SIMS</p>	<p>Persistence of Stage 1 Behaviours + Spoiling another child's work, Leaving class without permission</p>
<p><b>Stage 3: Time Out (Phone Call Home)</b></p>	<p>Time out away from the distraction is necessary. The child will be placed in the adjacent classroom (same year group where possible) and will be expected to continue their learning. Once complete, they will hopefully be able to show that they are ready to go back to Stage 1. A phone call home will be made by the class teacher. The phonecall will inform parents of the rule/rules which have not been followed. It will also inform the parent of any loss of privilege.</p>	<p>Persistence of Stage 1&amp;2 Behaviours + Hurting another child physically, Persistently goading another child, Using inappropriate language, Taking property that does not belong to them, Showing threatening behaviour, Throwing equipment at another child or adult</p>

<p><b>Repair</b></p>	<p>A restorative conversation will be had with any child reaching Stage 3. Children will be expected to have a reflective dialogue.</p> <p>Record on SIMS</p>	
<p><b>Stage 4: Reflection Time (Playtime)</b></p> <p><b>Reflection Time (Home)</b></p>	<p>If there is a requirement for a loss of privilege, the child will lose playtime the following school day, after the parent has been informed. At this point, the pupil will have Reflection Time with a reflective conversation with FS/KS1 pupils and the use of a Reflection Time Sheet for a stimulus in KS2.</p> <p>In the circumstance that the school rules continue to not be followed, or for a serious breach of behaviour, the child will need to be removed from the classroom and a parent / carer contacted by a member of SLT. The parent can either come to school and complete a Reflection Time Sheet with their child in school or take the child home and complete the Reflection Time Sheet at home. The Reflection Time Sheet should be signed by the parent and returned to school at a meeting with the teacher and member of the SLT before the child returns to class.</p> <p>Record on SIMS</p>	<p>Persistence of Stage 1-3 Behaviours</p> <p>Purposefully using inappropriate sexual behaviour, Racist, homophobic or sectarian language, Purposeful violent or dangerous behaviour, Bullying*</p>
<p><b>Stage 5: Behaviour Support Plan followed by a Risk Reduction Action Plan</b></p>	<p>Where a child's behaviour becomes a concern, behaviour management support commences. Parents will be invited in to meet the class teacher and the Vice Principal to discuss the child's behaviour. This may be shown by:</p> <ul style="list-style-type: none"> <li>A child reaching Stage 3 two to three times a week for a period of time;</li> <li>A child reaching Stage 4 more than once in a week;</li> <li>A serious breach of behaviour.</li> </ul> <p>Record on SIMS</p>	

The Board of Governors will be kept informed of children reaching Stage 4 or Stage 5 and reserve the right to request meetings with pupils and parents. The Board of Governors reserves the right to consider suspension and expulsion as an appropriate consequence, if other measures are not working as well as the right to consider suspension and expulsion if a serious incident occurs.

To be reviewed: September 2026

## Addendum In Light Of Covid-19

### 1. SCOPE

This addendum to the Positive Behaviour Policy is for the use during the arrangements for the education of students in school and online during the Covid-19 partial school closures. It is to be used in conjunction and alongside, Anti Bullying Policy (including online bullying) and our Child Protection Policy. The addendum reflects the new protective measures, policies and procedures necessary to keep students and staff safe, both in school and while home learning. The school's ethos is reflected in caring, respectful relationships between students and staff and this is paramount at all times.

The current situation is having an impact on everyone's mental health and wellbeing, not least our students, and so it is inevitable that this will affect behaviour. Children may have been exposed to a range of adversity. Family members may have been ill, families may have been bereaved, families have suffered economic hardship and isolation. We recognise this and will make sure that this is kept in mind when dealing with behaviour issues.

When students attend in school provision it will look different and they will not be attending with their usual groups and friends, they will therefore need help in understanding and adapting to new norms and routines especially around protective measures and hygiene. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### 2. EXPECTATIONS FOR PUPILS IN SCHOOL

2.1 New rules In addition to the normal routines and courtesies outlined in the school's Positive Behaviour Management Policy, everyone should be aware that for health and safety reasons students should follow these guidelines:

Parents must contact the school if they think their child might not be able to comply with some or all of the rules, so that the school can consider alternative arrangements with them and support them to integrate back into school life.

Ensure the school know in advance that your child will be returning to school. When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

There must not be anyone on the school site with symptoms of coronavirus or who is self-isolating following government guidance. Staff will be familiar with these rules and make sure they are followed consistently.

Pupils:

- should follow social distancing guidance as advised by the school.
- and parents must follow altered routines for arrival and departure
- should follow school instructions on hygiene, such as handwashing and sanitising
- should move around the school as per school instructions (for example, oneway systems, out of bounds areas, queuing)
- manage sneezing/coughing using tissues and dispose of tissues in bins ('catch it, bin it, kill it') and try to avoid touching mouth, nose and eyes with hands
- must tell an adult if they are feeling unwell or experiencing symptoms of coronavirus such as temperature; continuous new cough or a loss of sense of smell or taste
- who return home experiencing symptoms of coronavirus, are encouraged to take a test so the school can advise everyone in the bubble to self-isolate if necessary and the pupil can return if the test is negative
- should follow the rules about not sharing any equipment or other items including drinking

bottles and food

- must play within the “bubble” in the dedicated area during play times
- must ask to go to the toilet and then use the allocated, labelled toilet, flush and wash hands
- do not cough, sneeze or spit at or towards any other person
- who are asthmatic, must bring inhalers into school
- must only be accompanied by one parent to the school site

## 2.2. Rewards:

To help encourage pupils to follow the above rules, we will:

- praise children regularly throughout the day verbally for remembering and following the changes
- contact home with feedback from staff.

## 2.3 Sanction system:

If pupils fail to follow these rules,

- We will remind children of the rules
- we will ask pupils to take a time out as per Stage 3 of the Positive Behaviour Policy
- In the event that there is an incident which poses a risk to students or staff, parents will be contacted, and children collected from school to ensure the safety of themselves and others

## 3. EXPECTATIONS FOR PUPILS WHO ARE AT HOME

### 3.1 Remote learning guidelines

It is very important that students understand that as members of the school, we expect them to maintain high standards of behaviour in their use of school email and online learning platforms.

While working online pupils should be aware of the school’s Acceptable Use Policy.

If pupils are not in school, we expect them to follow all of the guidelines set out below. However, we are aware that family circumstances may, at times, make following the guidelines very difficult.

Please discuss this with the school so that we may assist you or provide alternative ways of learning for your child and support them with their learning.

Not all children (particularly younger children) will be able to follow these guidelines without parental support.

Parents should contact the school office by phone if they think their child might not be able to comply with some or all of the rules, so we can consider how we can assist and make alternative arrangements with you.

We do not expect pupils to be able to access their work at a set time but it is helpful if they spend some time each day on their school work.

Pupils should complete work to the deadline set by teachers

- Pupils should seek help if they need it, from teachers or teaching assistants
- Pupils/families should alert teachers if they’re not able to complete work
- Pupils should use proper online conduct, such as using appropriate language in messages

#### 4. Pupils with Special Educational Needs (SEND)

For children and young people with SEND, it is especially important to teach new norms and routines around protective measures and personal hygiene, clearly and accessibly. Many pupils, especially the youngest children, may be lacking good hygiene habits/routines which could be dangerous in the current climate, if not challenged. Hygiene education must be the priority for schools reopening and expectations will be clearly communicated to staff, students and parents.