Positive Behaviour Policy

July 2026

This policy is based upon the Classroom Culture Crisis Prevention training

The Behaviour Policy in respect of Kingsfield First School has been discussed and adopted by the LAB.	
Chair of Board:	*Mr C. Clulow*
Responsible Officer:	*Headteacher - Mrs C. Hodson*
Agreed and ratified by the LAB Board	*29.06.2026*
To be reviewed:	*July 2027*

Intent

Kingsfield First School is a happy, vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop confidence, independence and resilience in an environment where efforts are valued and all children flourish. Throughout their time with us, pupils are empowered to gain the skills and knowledge to become citizens of the future. On a day-to-day basis our school promotes our Trust's shared values of:



Excellent behaviour is a minimum expectation for all. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create a culture of exceptionally good behaviour for learning which lays down the blueprint for positive behaviour for life. We encourage our learners to be ambitious for themselves and for others, as we support and challenge them in their learning journey. Staff, children, governors and parents recognise the need for an effective, uncomplicated and consistent approach to positive behaviour in order for high quality teaching and learning to take place. As part of our commitment to this, we have reviewed our behaviour policy and simplified our school rules to enable our whole school community to understand, embrace and remember them. All behaviour in school is underpinned by our three school rules:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE READY**

We want our learners to **be safe** and **feel safe**; safe as they move around school, safe inside and outside the school building which includes being safe on school trips and staying safe online. We want our children to know who they can turn to for advice when they are worried or concerned, within school and outside of school. We aim to build a school community of people who protect not only our own safety but a community who take the time and care to look out for one another.

We want our learners to be **respectful**; to treat others fairly, to develop mutual respect alongside tolerance, patience and understanding, to listen when others speak, to respect others' opinions, to use and show good manners and to respect class resources and the school environment. Ultimately,

we aim to all work together to promote and develop strong, healthy relationships in school and within the local community.

We want our learners to be **ready**; ready to work and learn to their full potential by always doing their very best, ready to listen, ready to help, ready to act for a friend or neighbour in need, ready to lead, ready to give and forgive, ready to have fun and enjoy time in school.

Implementation

Learn together…. Play together…. Succeed together
This is the Kingsfield Way

- A member of staff will meet and greet every child, every morning.
- There will be a consistency that ripples through every interaction on behaviour from all adults in school.
- All adults in school will model positive behaviours and show a real commitment to building positive relationships; remaining calm and using first attention to best behaviour, praising those who are demonstrating good behaviour and never ignoring or walking past children who are not following our three school rules.
- Provides a curriculum which explicitly explores and defines what good behaviours, relationships and interactions look like within the school environment and beyond.
- We will promote and celebrate specific behaviours (social and/or learning behaviours) through the Learn together…. Play together…. Succeed together motto.
- Children who go 'over and above' with their learning or their behaviour will be recognised in our weekly celebration assemblies through our celebration award.
- All adults in school will engage in reflective dialogue with learners, using the given scripts. When needed, restorative conversations will be held with individuals in a quiet space away from others.
- When necessary, pupils who persistently struggle to self-regulate against our school rules of safe, respectful and ready, are supported through a variety of strategies, interventions and external agencies.
- Where monitoring shows a pupil displays more serious or regularly repeated negative behaviours, a range of communication between SEND Leaders, Senior Leaders, parents and external agencies with take place as demonstrated in the school's SEMH Graduated Response

At the beginning of the school year and throughout the year, all staff work hard to reinforce our three school rules. Throughout the school day, pupils will be reminded of the three school rules through either direct or indirect conversations about whether behaviour is 'ready, respectful and/or safe'.

Our approach to creating a positive ethos within school is to treat children positively, praising them, offering encouragement and acknowledging their achievements. We will ensure that children know that their effort, achievement and good behaviour is recognised and valued through a range of classroom and whole school strategies, see below:-

CLASSROOM
POSITIVE ENCOURAGEMENT, RECOGNITION & REWARDS

- An encouraging smile
- Praise (Verbal and written)
- Stickers
- Sharing work with another class/teacher
- House points
- Class behaviour display
- Class Rewards

WHOLE SCHOOL
POSITIVE ENCOURAGEMENT, RECOGNITION & REWARDS

- Celebration Assembly
- Headteacher golden treasure box
- Certificates
- Arbor messages home
- Lunchtime Awards
- Attendance Awards
- Newsletter celebrations
- House Points

Our reward systems are designed to be equitable and accessible to all pupils, including those with SEND. Staff ensure that rewards are achievable, fair and adapted where necessary so that all children can experience success.

Strategies to Manage Behaviour

Children are held responsible for their own behaviour. Staff will address and manage behaviour using the Class Behaviour Display. These are designed to give our children every opportunity to modify and change their behaviour for the better. Our Behaviour Display should always be gone through with care and consideration, taking individual needs into account and giving children time to reflect. Staff are aware of the principles of PIP RIP and will adhere to these at all times.

School Behaviour Logs & Monitoring

Through use of our class behaviour traffic light display all red behaviours are formally recorded. Our school has a confidential behaviour log on our Arbor Information System. These are written records of interactions and conversations concerning behaviour. The log is dated and includes relevant information and action taken. Incidents of proven bullying and racism incidents are always reported directly to the Headteacher or Assistant Headteacher.

Weekly reports are generated by Arbor and are analysed thoroughly and discussed regularly by Senior Leaders. Any subsequent actions from these meetings would be in line with our school SEMH graduated response.

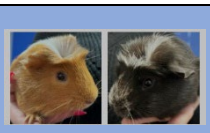
These reports are also discussed termly within our Safeguarding Link Governor meetings.

Behaviour data is analysed for patterns relating to time of day, location, type of behaviour, pupil groups (including SEND, PP and vulnerable pupils) and known triggers. This ensures early

identification of emerging needs and informs targeted intervention. Staff use Arbor behaviour records, ABC and EIBC monitoring to identify subtle changes in behaviour over time. These tools support staff in noticing shifts in regulation, frequency or context of behaviours that may indicate an underlying need. This additional monitoring is reviewed regularly with parents/carers so that school and home can work in partnership to identify barriers, share insights and plan appropriate support. Together, staff and families co-produce strategies that enable the child to be successful and ensure that intervention is timely, targeted and responsive. If over a 7 week period (half a term) 3 red cards are reported onto the Arbor system parents/ carers will receive a 'Red Card Letter' (see appendix) and will be invited into school to discuss incidences and to create together an SEMH Targeted Strategy Plan if required to promote positive behaviour.

Class Behaviour Traffic Light Display

Don't forget **PIP RIP**-Praise **i**n **P**ublic, **R**eprimand **i**n **P**rivate

Colour on the traffic light	Explanation
Ozzy & Elvis 	The Headteacher award is used to recognise extra special moments- learning/ effort/ engagement beyond Gold recognition. This is supported by a Headteacher sticker, a dip in the Headteacher prize box and a photograph with Ozzy and Elvis.
Gold Superstar 	To recognise any wow moments – learning/effort/engagement of children in the classroom, supported by a dip in the class box and 5 more house points/ 15 house points if a child is moved straight to gold!
Silver Wow 	To recognise effort/achievement in a child's learning or attitude to learning, supported with a sticker and a further 5 house points/ 10 house points if a child is moved straight to silver!
Bronze Great 	To praise a child for good contributions/ engagement/ behaviour in the classroom, supported by 5 house points.
Green Good 	All children to start here each morning. Reflect on children's attitudes to learning and the school rules.
Yellow Stop and think 	A reminder will be given to the child to make a better choice and adapt their behaviour to suit the learning environment. Ensure all reasonable adjustments have been made so that they can access learning. Staff to draw attention to the model of behaviour they do want in the classroom (Positive discipline). Name removed from traffic light.
Orange Warning 	The choice is taken away from the child as they cannot make the correct choices, the child will be asked to reflect on their behaviour outside the classroom. The CT will support the reflection using the restorative conversations and scripted responses. **These discussions will take place in private, outside the classroom.** The child will be allowed another chance to adapt their behaviour and follow the school rules. Name removed from traffic light.
Red Out 	Child will complete a reflection sheet and discuss the incident with a member of SLT. These conversations will use the scripted responses. Parents will be informed and the incident will be logged on ARBOR. Name removed from traffic light.

PLEASE NOTE: All of the above actions will be used consistently across the school and class teachers will use their professional judgement regarding actions to take at the most appropriate time. It is **occasionally** possible to leap or accelerate movement for certain behaviours displayed. Aggressive behaviour, fighting or swearing will trigger consequences and lead immediately to recording on Arbor. In these cases, the teacher will use her/his professional judgement to decide whether senior leaders should be asked to intervene immediately. When a child displays a yellow/ orange/ red behaviour, their name will be removed from the traffic light, until they are displaying green behaviour once more-this is in line with our reprimand in private (RIP) beliefs. When a red card is issued, staff will consider whether the behaviour may be linked to an unmet

SEND need, safeguarding concern or emotional regulation difficulty. This will be recorded on Arbor and flagged to the SENDCO or DSL where appropriate.

General Aids Across All Stages

The "3B" Rule Poster

First–Then Boards – "First we reflect, then you play." Excellent for visual structure and motivation.

Now/Next Boards – To reduce anxiety and clarify expectations for transitions or consequences.

Visual Timers – reduce anxiety and to support with focused thinking

Restorative Conversations - Scripted Responses

The following scripts and planned responses are used by all staff in school if children's behaviour falls below green on the traffic lights. This encourages a calm, consistent and kind approach and promotes the time needed to encourage restorative conversations. We believe it is these moments and conversations that lie at the heart of positive behaviour and relationship management.

Warning Script (Reminder – Make better choices)
"Right now, your behaviour is not showing the respectful, safe, and ready attitude we expect. I know you're capable of so much more—I've seen it. I will now remove your peg from 'ready to learn', if this continues, you'll continue to move down our class behaviour traffic light and then be instructed to take time to think about your choices. Remember when you [helped a friend / led the group / completed brilliant home learning]? That's the version of you I know and value. Let's see that today. Take a moment and think carefully about your next action, use the 3B posters to support you." Once the child has shown a positive improvement of behaviour the peg will be readded to the traffic light on 'ready to learn'.
Thinking Time Script (After another reminder or moving towards teachers choice)
Even after a warning, I noticed you were …. (having trouble to focus/struggling to get going today/wandering round the classroom/finding it difficult to follow my instructions). It was the rule about … (being ready, respectful and/or safe) that you broke. You have chosen to spend 5 minutes of your playtime with me to discuss your choices. Do you remember last week when you … (arrived on time every day/got our Star of the Week award/took your work to show *** class?) That is who I need to see today …. Thank you for listening." Then give the child some quiet time to calm down and reflect.
Time Out Script (Teacher's Choice)
You need to understand that every choice has a consequence. Tell me what you think your poor choices were…For that reason you will now have some time out to work in another classroom. After 'Time Out' follow up with … What do you think you could do to avoid this happening in the next lesson? It's not like you to … (kick doors/shout out/put little effort in). I care about what happens for the rest of the day/week. If you choose to…..do the work, that would be fantastic and this will happen…If you chose not to do the work, then we will have to have a discussion with a member of SLT/ your parents.
Restorative Questions- CT or SLT Support to reflect

1. Tell me what happened?
2. What were you thinking about at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has your behaviour affected?
6. How do you think your behaviour has made them feel?
7. What should we do to put things right?
8. How can we do things differently in the future?

Early Years Scripts

Warning Script (Reminder – Make better choices)
NAME! STOP! WE HAVE KIND HANDS! (What do you want to see – WE DO GOOD SITING/LISTENING) Name, show me good …. (sitting/listening/looking etc) Thank you. Praise ASAP for the good behaviour …well done NAME you are doing good …. ***Use visual prompts and actions***
Thinking Time Script (After another reminder or moving towards teachers choice)
NAME, **remember** (good sitting/listening etc). Thank you. Praise ASAP for the good behaviour …well done NAME you are doing good … *If you …. Then we can …* ***Use visual prompts and actions***
Thinking Spot Script (Teacher's Choice)
NAME, I'm going to count to 3 now. You need to stop. Do good sitting/listening etc. or its thinking spot. NAME, thinking spot or good sitting/listening etc. 1,2,3 Praise if made right choice… well done NAME you are doing good …. Direct to thinking spot if not made the right choice. *When the child is calming, adult to encourage to return to the play/carpet/task etc.* ***Use visual prompts and actions***
Restorative Questions - CT or SLT Support to reflect
Move out from the classroom or to an isolated area 9. Adult – I am sad NAME. Do you know why I am sad? 10. Adult – what do you need to do to make it better? *Support those that need it explaining. Adult potentially to model behaviour expected. Good sharing etc.* ***Use visual prompts and actions***

PLEASE GET DOWN TO THEIR LEVEL, CLOSE PROXIMITY, USE NAME AND TRY TO GET EYE CONTACT. REINFORE WITH GESTURES

Promoting Positive Well-Being and Mental Health

At Kingsfield, pupils will also learn how to build their confidence, independence and resilience so they can keep themselves mentally healthy. The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe and knowing how and when to ask for help if problems arise are included as part of our PSHE curriculum. We also celebrate National Celebration Events such as Children's Mental Health Week and Anti-Bullying Week. We strongly believe that a healthy body means a healthy mind and, therefore, we promote and support children in understanding that good physical health contributes to good mental wellbeing, and vice versa.

Pastoral Support – Interventions and Support Strategies

As part of our pastoral programme, we will endeavour to identify and support those pupils who are more vulnerable. We offer a variety of classroom strategies that complements the promotion of emotional wellbeing of pupils in our school, such as:

- Emotion boards
- Worry monsters
- Anti-bullying Ambassadors (Superfriends)
- Pupil leadership groups such as Playground leaders

Beyond the classroom, support may include:

- Mental Health Support Team (MHST)
- Stay Well
- Gingerbread Centre referral
- ELSA
- SEMH interventions-individual and classroom
- SEND hub referral
- Graduated Response
- Outreach Support

Interventions do not aim to solve *all* the pupils' difficulties. It will target the priority need at the time and we will utilise other services to help where and when necessary. We also have quality resources, books and activities that help to build pupils self-esteem, resilience, increase inner calm, manage anger, improve understanding of emotions and encourage positivity.

Positive Classroom Culture

At Kingsfield First School, we feel passionately about empowering our children to have a 'growth mindset' which enables them to love learning and strive to be the very best that they can be. The children's capacity to develop a growth mindset is underpinned by the school's ethos and motto of Learn together…. Play together…. Succeed together. It is further developed through whole school assemblies and wider curriculum.

We aim to achieve:

- A love of learning and a desire to improve.
- A desire to be challenged.
- A resilience and willingness to work for a positive result.

- A belief that with effort and practice you can achieve anything.
- An understanding that you can learn from your mistakes and failures.
- Self-motivation and resilience.
- Being proud of all of your achievements.

Anti-Bullying

Bullying in any form will not be tolerated at Kingsfield First School. (Please refer to our Anti-Bullying Policy) Bullying is the unwanted behaviour towards another person over a period of time. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. (Please refer to our anti bullying policy).

PSHE, Citizenship and Online Safety

Our PSHE & Citizenship curriculum ensures that pupils understand how to stay safe, make responsible choices and behave positively both offline and online. Through a carefully sequenced and responsive programme, pupils are explicitly taught about respectful relationships, digital citizenship and safe online conduct, including how to recognise risks, manage peer influence and communicate appropriately in digital spaces. This spiral curriculum ensures that expectations for behaviour extend beyond the classroom, equipping children with the knowledge, skills and values needed to act safely, responsibly and with integrity in an increasingly connected world. Safe Zone modules strengthen safeguarding, digital resilience and online safety and include lessons on:

· Self-Image and Identity
· Online Relationships and Reputation
· Online Bullying
· Health, Wellbeing and Lifestyle
· Managing Online Information
· Copyright and Ownership
· Privacy and Security

This ensures full alignment with Education for a Connected World and KCSIE. The objectives promote the development of safe and appropriate long-term behaviours. It also supports our teachers in empowering our pupils and building their resilience. We aim to give our pupils the information that they need to make good decisions about their own health and wellbeing which includes teaching children how to be safe online and the impact social media, excessive screen time and the internet can have on their wellbeing.

Equal Opportunities and Entitlement for All

The safety, welfare and well-being of all pupils and staff is a key priority at Kingsfield First School. We actively promote values of respect and equality and work to ensure difference, diversity and inclusion is celebrated across the whole school community; promoting respect and equality across all protected characteristics, including sexual orientation, gender identity and family diversity, as we prepare pupils for life in diverse 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter middle school and beyond in the world of further study. We commit to challenging discrimination and aim to provide positive information about different groups of people, including LGBTQ+ people, that is non-stereotyping. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Inclusion

We are committed to promoting an environment that embeds the values of inclusive educational practices so teaching and learning is accessible and relevant to all our children. We look beyond inappropriate behaviour to support each child's individual needs. We also recognise the limits of our expertise and welcome the support of outside agencies. Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this.

Parental and Community Involvement

We believe that a healthy partnership with parents and the community is essential. We wish to build a positive partnership with parents and carers based on mutual understanding, trust and cooperation. We aim to work collaboratively with parents to uphold consistent messages about how to behave, both at school and at home. Parents are regularly informed of events and developments on the school newsletters, on our school Facebook feed and via the school website. Working with parents is a vital part of our whole school approach to positive behaviour. Our three school rules are shared with parents in our welcome meeting before new EYFS parents join us and in our 'Welcome to the Year Group' information booklets given out at the beginning of the year. Our positive behaviour policy is shared on our website and a paper copy can be requested from the office.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Pupil Transition

Incoming Pupils:- The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Out Going Pupils:- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to the relevant staff at the start of the term or year in order to support the pupil.

Exclusion

Whilst the ethos of our school is to focus and actively promote positive behaviour, this behaviour policy sets clear guidelines of the consequences and sanctions for inappropriate behaviour. We are committed to inclusive practices that support the needs of all our children and we work in

partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence.

However, in response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time – refer to Restrictive Physical Intervention Policy.

If serious incidents or persistent poor behaviour continues which has not improved following in-school sanctions and interventions, the school can use suspension and permanent exclusion in response. Behaviour which may trigger this could include persistent disruptive behaviour, verbal abuse or threatening behaviour towards an adult or child, assault of an adult or child, dangerous behaviour that could harm self or others.

Exclusions both temporary (suspension) or permanent, are seen as a last resort. However, if behaviour raises issues of health, safety and wellbeing to others, then the Headteacher will follow the exclusion procedures as set out by the Department of Education. Every child at Kingsfield First School has the right to learn, free from distractions caused by the behaviour of other children.

Confidentiality

As a school we will ensure that:

- Staff, children and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality. Adults must not guarantee unconditional confidentiality.
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support e.g. childline, NSPCC
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Should a child disclose, in or outside of lessons, the Headteacher (Designated Safeguarding Lead) or Assistant Headteacher (Deputy Designated safeguarding Lead) will always be informed and will follow child protection procedures as appropriate. Further details are outlined in our Safeguarding policy.

Training

As part of their induction process, our staff are provided with regular training on managing, logging and responding to behaviour. Behaviour management will also form part of continuing professional development.

Impact

Kingsfield First School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. 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 Positive Behaviour Policy guides staff to teach self-discipline not blind compliance by providing simple, practical procedures for both staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

……and above all, foster in our children positive learning behaviours that will equip them well as they go on to the next stage of their education journey.

Communication/Dissemination of this Policy

This policy document is published on our school website and a paper copy is available on request.

Supporting Documents & Review Procedures

This behaviour policy will be reviewed by the headteacher and Local Advisory Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data or training.

This policy should be read in conjunction with the following policies:

Safeguarding Policy
SEND Policy
Computing Policy
Online Safety Policy
Child on Child Abuse Policy (inc. sexual violence and sexual harassment between children)
Anti-bullying Policy
Personal, Social, Health, Relationships and Economic Education Policy
Staff Code of Conduct
CFLP Allegations of Abuse made against a person who works with children
Safeguarding Whistleblowing Policy
Restrictive Intervention Policy
Staffordshire County Council Exclusions Policy and Guide

This policy is based on legislation and advice from the Department for Education (DfE) on:

1. Behaviour in schools - GOV.UK
2. Searching, screening and confiscation in schools - GOV.UK
3. Equality Act 2010: guidance - GOV.UK
4. Keeping children safe in education - GOV.UK

5. School suspensions and permanent exclusions - GOV.UK

6. Use of reasonable force and other restrictive interventions guidance

7. Education for a Connected World - GOV.UK

8. Supporting pupils with medical conditions at school - GOV.UK

9. SEND code of practice: 0 to 25 years - GOV.UK

10. What academies and further education colleges must or should publish online - GOV.UK

Review Date: This policy will be reviewed every two years or earlier if necessary.

Appendix A-Letter to parents/ carers when three red behaviour incidents

Dear XXXXXXX,

Unfortunately, your child XXXXXX has been moved to red on our traffic lights again at school today. This was for xxxxxxxxx behaviour. I have been alerted that your child has been moved to red three times this term. Red incidents are recorded on our Arbor Behaviour record system, analysed and reported to our Local Advisory Board each term.

Excellent behaviour is a minimum expectation for all. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create a culture of exceptionally good behaviour for learning which lays down the blueprint for positive behaviour for life. All behaviour in school is underpinned by our three school rules:

- **BE SAFE**
- **BE RESPECTFUL**
- **BE READY**

We are inviting you to a meeting to discuss your child's conduct and how we can support them to follow our school rules more effectively, this will help to reduce the likelihood of moving to red in future. This meeting will be with their class teacher and a member of the Senior leadership Team. We would like you to attend on xxxxxx at xxxxx pm. Our Behaviour Traffic Lights are on the back of this letter and the full policy can be seen on our website: Kingsfield-Behaviour-Policy-23.docx (live.com)

We thank you in advance for your support in this matter.

Best Wishes

Mrs C Hodson
Headteacher

Please confirm that you can attend the meeting on xxxxxx at xxxxxxx for xxxxxxxxxxx.

Parent Signature:		Parent/Carer Name:	