



Positive Behaviour Policy

GEORGE STREET PRIMARY SCHOOL

"Believing in Every Child"

Approved by

Head Teacher: Angela Hughes & Governing Body

Last reviewed on: September 2025

Next review due by: September 2026

George Street Primary School

Positive Behaviour Policy:

At George Street our mission statement 'Believing in Every Child' is the starting point for creating an inclusive, positive and caring environment, promoting our school values of: **Ready, Respect and Safe**. Our positive behaviour policy follows a therapeutic approach, in that we are aiming to promote behaviour which is positive, helpful, and intended to promote social acceptance which also supports and enhances learning. This is characterised by a concern for the rights, feelings and welfare of other people and helps build behaviour which benefits our community and society in general.

We understand the importance of building positive relationships with children and by recognising, acknowledging and celebrating the behaviours that we want to see. This starts from the beginning of the day where we meet and greet the children as they come in. It is very important that positive praise is continued throughout - within class, when moving around the school, during communal times, e.g. assemblies, lunchtime and during break and lunch times.

We believe children will learn to behave in a socially accepted way because they know it is the right thing to do and want to, rather than through a series of sanctions. To harness a change in behaviour we need to understand the roots of the behaviour, not simply suppress, the behaviour.

All staff have the responsibility to create and harness positive behaviour through role modelling and praising pupils they 'catch' demonstrating good behaviours. Positive behaviour choices will also be recognised through phone calls home, e-postcards of praise, certificates and bringing work to the Headteacher for Headteacher awards. Classes often develop ways to recognise positive behaviour which will vary depending on the age of the children, e.g., Class Dojo, stickers, rewards. Pupils will play an active part in developing these recognitions. Dojo points will be linked to our four houses and will be collected and counted by House Captains weekly, who also are responsible for 'shout outs' in assembly when they come across someone who has earned lots of Dojos or that they have seen demonstrating a positive George Street behaviour.

Staff regularly receive CPD on behaviour and other related areas in order to be able to teach behaviour through: - Relationships, role modelling, consistency, routines, positive phrasing, planning, reward and positive reinforcement, feedback and recognition, care and forgiveness. We work on the ethos that all behaviour is communication.

For pupils who are not displaying positive learning behaviours, the following will be used:-

- A range of non-verbal cues can be used to help refocus children. This can include: catching their attention, a teacher or TA moving to sit near them on the carpet or walking over to their desk.
- If these do not work, then teachers will have a quiet word with the pupil. The tone should be calm, kind and nurturing and body language should be non-confrontational, for example, shoulder to shoulder with the child. Do not insist they look at you.

If this does not work, then:

1. **Move** the child to the designated place in the class so that they can focus on learning (you have already told them this is what would happen). This is to be done in a low-key manner, without drawing attention to the pupil or the behaviour. Explain to the child what they are to do (very often they have not understood the task).
2. **Safe Space** – if there is a safe space set up and the child is still finding it difficult to settle down to complete work, then this area may enable them to self-regulate.
3. If a move within the class does not work, then the pupil may be sent to work in the most convenient area for the teacher, for an agreed time in multiples of 5 minutes (less for EYFS pupils); children in EYFS should sit and think wherever they are. Children must be sent somewhere they can be supervised and with work and a timer. When the child returns the teacher is expected to talk to the child when the teacher is able, but at the very latest, at the end of the lesson (**restorative conversation**) about what they are going to do moving forwards- keep it positive and calm. **Behaviour incident should be recorded on CPOMS.**
Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. (Behaviour in schools DfE Sep 2022)

In some instances, the child might benefit from planned ignoring. Once the child is in a calm, receptive state an adult should speak to the child about their behaviour and communicate the consequence such as, losing some of break or lunchtime to complete the work missed. Consequences should be relevant to the behaviour or disruption.

It is key that the adult who initially spoke to the child is the one who has the restorative conversation with the child as it forms part of the process of moving forward, looking at how things will go differently next time; it will continue to build a positive relationship between the child and that adult.

4. If the pupil is needing to be moved out of the classroom for severe disruption or on a regular basis, then it is important to seek support from the senior leadership team. At this stage an observation of the child in the class may take place and records will be kept in order to ascertain when this is happening, which lessons, area of classroom, subjects, etc. George Street is a Therapeutic Thinking (previously known as STEPS) school and will follow this practise tool.
5. A member of the senior leadership team will speak to the pupil to seek their view on why this is happening, in order to see if changes are needed to seating, lesson expectations, etc. The teacher will be kept fully informed and be part of the conversation.
6. Consequences will be put in place in order to help the child to learn and improve their internal discipline. Examples of these are: -
 - Protective Consequences - Increased staff ratio; Limited access to outside space; Escorted in social situations; Differentiated teaching space; Suspension (internal whenever possible)

- Educational Consequences - Completing tasks (at break or lunch time, at home -SLT can support with this) Rehearsing – next steps; assisting with any repairs – mending things they've damaged; tidying up messes made; conversation to help with learning behaviour or avoiding situations that bring on negative behaviours.

6) At this point a discussion between the teacher and senior leadership team will take place about whether parents should be contacted (regarding the consequences, changes to routine). Records will be kept in order that progress or lack of it may be monitored.

7) Plans to encourage pupils will be put in place e.g., home / school books; sticker charts. These will be recorded in order to build a picture of all the support that has been put in place within the school.

8) Should there be no improvement, then a request from outside professionals will be made through agencies like DESC. Further records will be in place – Therapeutic tree; Anxiety Chart (taken from Herts Therapeutic Thinking programme). Pupils may need an individual risk management plan.

When a 'Risk management Plan' (see Appendix one) is in place, all staff must follow the plan; these are regularly reviewed with key staff and shared with all staff to ensure consistency. Following any incident, staff will check to see that the plan was followed and update as necessary.

Behaviour that is unacceptable- examples could be: hitting, swearing, biting, highly dangerous to self or other pupils - needs dealing with swiftly. Any action will consider what stages a child is at, including being SEND aware. SLT must be notified. The incident must be recorded and parents contacted by either, class teacher or SLT – it will be agreed at time of incident who will call. The child will be given a consequence such as having break taken away or working away from the class with a member of the classroom staff or SLT. It could include suspension of the child from school for a fixed time.

Positive Physical Intervention

Staff will use positive physical intervention to support pupils, including in (but not limited to) the following ways:

- Open mitten (i.e. open hand with closed fingers) to guide a pupil to a safe area
- To give recognition, praise and/or to re-focus pupils (e.g. by a high five or a tap on the shoulder)
- To reassure a pupil if they are upset (e.g. by sitting close/next to the child or offering an alongside 'supportive hug').
- Hand over hand activities, which allow staff to model and support a pupil using a range of resources and equipment (e.g. guiding using scissors or PE equipment)
- Moving, handling and self-care (e.g. nappy changing). Some children will have individual intimate care plans where procedures are clearly highlighted and if part of a normal routine will be agreed and signed off by parents or carers of the child.

Restrictive Physical Intervention

Every effort is taken to avoid the need for restrictive physical intervention (RPI), yet very occasionally incidents occur where a member of staff is required to use force intentionally to restrict a child's movements against their will. The use of restrictive physical intervention is permitted only in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from injuring self or others
- to prevent a child from causing serious damage to property.

In all instances, staff are required to use their best judgement (i.e. dynamic risk assessment); to ensure that their action is necessary, reasonable and proportionate; and in ways that best maintain the safety and dignity for all concerned.

Following any incident in which restrictive physical intervention is used, a written record must be made and stored on school's internal recording system (CPOMS), and within 24 hours parents/carers must be notified. The record must include an assessment of ongoing risk, with a Therapeutic Thinking approach and supporting tools used to create a risk reduction plan with the aim of diminishing a repeat incident.

Search for and confiscation of inappropriate items

Staff are able (under general powers to discipline as set out in the DfE's advice for schools on Searching, Screening and Confiscation) to search for and confiscate, retain or dispose of a pupil's property as a consequence of rule-breaking, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated item provided staff have acted lawfully. However, other than for items of very small value (such as sweets or stationery) no item will be retained permanently or disposed of by staff without the approval of the Head teacher. Staff also have the power to search without consent for 'prohibited items'. These include: weapons; alcohol; drugs; stolen items; tobacco or cigarette papers; fireworks; pornographic images; and any article that has been or is likely to be used to commit an offence, cause personal injury/harm or damage to property. Weapons and knives and extreme or child pornography that has been confiscated must always be turned over to the police, otherwise it is for staff to decide if and when to return a confiscated item. The Head teacher (and staff authorised by her) can use such Physical Intervention as is reasonable in the circumstances when searching a pupil for 'prohibited items' outlined above (but it will not be used to search for items which are not allowed under school rules). Staff also have the Head teacher's formal permission to seize or search electronic devices such as mobile phones to examine content, where there is good reason to do so and parental permission is not required to do this. Any images or posts relating to a suspected offence or an extreme or child pornographic image will be retained, and the device will be given to the police as soon as is reasonably practicable. Where there is no evidence to suspect a criminal offence (in the view of the teacher) they have the discretion to delete material or to retain it as evidence of a breach of school discipline, particularly breaches of the school's anti-bullying policy.

Lunchtimes

If negative behaviour occurs during lunch, then MSAs will deal with this initially, e.g., time out, restorative talks. It is important that these matters are fully investigated and addressed by MSAs so that children feel the playground is a safe place to be and relations are built with MSAs. MSAs will inform teachers at the end of lunchtime of the resolved situation.

Extra- Curricular Clubs

We expect the same high standard of positive behaviour as we would do in a normal school day. The school reserves the right at any time to withdraw any pupil from an extra-curricular club if they are involved in any behaviour incident that is dangerous or continuously disruptive.

Learners with Special Education Needs

We recognise there will be learners who need a personalised approach to their specific behaviour needs. This may mean that rewards and consequences will be differentiated to meet with their specific needs and sometimes, this will be with the support of external agencies. The SENDCo, along with SLT, will support staff with behaviour management strategies that are appropriate to the needs of the individual child. At all times parents will be informed of any disruptive behaviours that have occurred and how these have been managed.

Suspensions and Permanent Exclusions

Suspensions are only ever used in the most serious of situations to enable the school and parents the time necessary to collaborate a plan, write and resource or review an individual Risk assessment plan. The Head teacher has the responsibility for sanctioning suspensions to individual pupils for serious acts of misbehaviour or persistent anti-social behaviours. Suspensions will be used in response to high level of severity and where other strategies have failed. If the Head teacher suspends a pupil, the parents should be informed immediately, giving reasons for the suspension. A confirmation letter will be sent to the parents outlining reasons for the suspension and number of days the child is suspended for. Parents have the right to appeal if they wish. The Head teacher will inform the LA and Governing Body. If the Head teacher is unavailable the assistant Headteacher has the authority to make suspensions.

The Head teacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. (Behaviour in schools DfE Sep 2022)

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response.

Each incident should be considered on a case-by-case basis.

George Street is clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, it will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

All staff should challenge all inappropriate language and behaviour between pupils.

Schools should never normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff.

As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

George Street School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Parents

We believe that engaging in positive relationships with parents is also beneficial to children in our school and would encourage parents to speak with the class teacher in the first instance, regarding any queries or concerns over behaviour. If the matter continues or escalates then parents are encouraged to speak with a member of the SLT.

Governors

The Governing Body has the responsibility of reviewing and approving the written statement of behaviour principles (appendix 2)

Reviewing this behaviour policy in conjunction with the Head teacher

Monitoring the policy’s effectiveness

Holding the Head teacher to account for its implementation

Related Policies:

- Anti-Bullying Policy
- Equality Policy
- Complaints Procedure
- Preventing and dealing with racist incidents
- Inclusion Policy
- Promoting the education of children with a social worker
- Keeping Children Safe in Education 2025 (and any new iterations as soon as in force)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Sep 2022
- Behaviour in schools, Sep 2022

Appendix one

Risk Management Plan

The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- be based on analysis from practise tools that come from Therapeutic Thinking.
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take.
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens.
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis.
- Equity and not Equality: meaning all children will be supported on an individual basis.

Appendix two

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with our Positive behaviour policy
- The Positive behaviour policy is understood by pupils and staff
- The suspension and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.