



KIRKBY AND GREAT BROUGHTON CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

POSITIVE BEHAVIOUR POLICY Updated Spring 2026

“Creating a calm, safe and supportive environment is essential for pupils to learn and thrive.”
(DfE, Behaviour in Schools, 2024)

Vision

Our approach to behaviour is directly linked to the school’s vision:

Our vision is for all members of our school family to

Shine within themselves,
Shine for our community
Shine out to the world
Light the way for others

We want to create a positive environment in school to allow everyone to shine and feel safe.

As a Church of England school, we recognise the Christian value of forgiveness. We believe that every child is capable of positive change and deserves the opportunity to learn from mistakes. Forgiveness does not remove consequences, but it ensures that every child is welcomed back with dignity and the chance to shine again — within themselves, for each other, and for our community.

Philosophy

At Kirkby and Great Broughton School we believe that a high standard of behaviour is essential for effective learning and to the spiritual, moral, social and cultural development of every child. Our vision is focused on positive relationships and the teachings and example of Jesus to allow children to shine.

At all times we encourage children to develop their independence and take responsibility for their own actions and to reflect on how their actions affect the rights and freedoms of everyone else.

Children are actively involved in making decisions about their own behaviour, expressing their actions in terms of **right and wrong choices**.

We have 3 basic rules in school which are visible and used to remind children about their behaviours.



Be Safe



Be Responsible



Be Respectful

Conduct

Around school staff comment on conduct and use positive language to encourage children to respond appropriately. We have high aspirations for how children transition and interact and use terms that ensure children know how to respond eg:

- Wonderful walking
- Marvellous manners
- Smart sitting
- Kind hands

Rewarding the Right Choices

We aim to catch children being good so that we can reinforce positive behaviour.

Our school believes that children should be rewarded for positive behaviour on an individual, class and whole school basis. All members of staff will always recognise and celebrate positive behaviour and attitudes around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

We believe in a structured and consistent approach to rewarding positive behaviour. Alongside that we also know that 'catching them being good' is the right approach and to facilitate that the rewards should be given as close to the positive behaviour as possible. Therefore we will, on occasions, give rewards outside of the usual structures that are in place.

School Rewards

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| Individual | <i>Verbal or written praise to parents about their child on SeeSaw</i> <i>A simple word of thanks</i> <i>Written comments in books</i> <i>Sending the child to another teacher or Headteacher to share success</i> <i>A note home</i> |
| Class | All teachers in school have their own class reward systems to reward the children. These include: Stickers Stampers Reward charts Responsibilities Extra playtimes Star of the week Certificates |
| Whole School | Rewards across the whole school support leaders and teachers in explicitly evidencing and celebrating excellence in behaviours and attitudes. Rewards support the school's vision and recognise how children are loving learning, one another and themselves. Whole school rewards include: House Points Special Mentions Growth Points (for growth mindset eg resilience, challenging themselves, perseverance etc) |

Strategies for Promoting Positive Behaviour

- Good quality teaching
- Interesting and engaging learning
- Clear and consistent high expectations communicated regularly to pupils
- Praise for good behaviour
- Celebrating success through rewards (see above)
- Children involved in making the class rules
- Children involved in agreeing consequences
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring and modelling of expected behaviour

Communication

Effective communication and the ability to express ideas and opinions supports children to manage their behaviour. We actively teach children to communicate and articulate their ideas and feelings through all lessons but in particular PSHE and RSE. Wherever possible children should be encouraged to work out differences and use structured conversations to enable them to discuss, share and talk about situations.

In classrooms working noise can have an impact on behaviour and children's abilities to focus.

Teachers should regularly share expectations with regards to noise levels.

These may include:

- No talking
- Quiet talking – partner voices
- Group voice
- Presenting voice
- Outside/Playground voice

Rights and Responsibilities

Kirkby and Great Broughton School is committed to encouraging good behaviour in an atmosphere of mutual respect underpinned by our vision. We wish to acknowledge the rights and responsibilities of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in together achieving a positive culture so that the school’s vision can be realised on a daily, weekly, yearly basis.

The rights of children at KGB School

- Be valued as unique members of the school family so that they can flourish in all aspects of life;
- To make mistakes, and learn from them
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- Be taught in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct;
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- To have a loving attitude modelled.

The responsibilities of children at KGB School

- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- Respect the views, rights and property of others;
- Be safe, be responsible and be respectful;
- Co-operate with all adults and their peers;
- Give all aspects of their learning a concerted effort so that they can flourish and aspire;
- Abide by school and class rules;
- Seek help if they do not understand or are in difficulties;
- Accept ownership for their own behaviour and learning;
- Treat others with care and kindness – loving.

The rights of parents and carers

- A safe, well-managed and stimulating environment for their child’s education;
- Reasonable access to the school, and to have enquiries and concerns dealt with sympathetically and efficiently;
- To be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- Be well informed about their child’s progress;
- Be involved in key decisions about their child’s education;
- A suitably resourced school with adequate and well-maintained accommodation.

The responsibilities of parent and carers

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- Be aware of school rules and procedures, and encourage their child to abide by them;
- Show interest and support in their child’s classwork and homework;
- Act as positive role models for their child in their relationship with the school;
- Avoid inappropriate communication about the school and staff on social media and comply with safeguarding expectations
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child’s medical needs or home circumstances.
- Support the school’s vision, encouraging children to show love, access all aspects of learning so that they can flourish and have high aspirations for attainment.

The rights of staff

- Work in an environment where common courtesies and social conventions are respected;
- Express views and to contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development that enable staff to flourish and aspire
- Adequate and appropriate accommodation and resources;
- To be treated with love - care dignity from all members of our school community;
- To have clear expectations and a focus on well-being

The responsibilities of staff

- Behave in a professional manner at all times;
- Ensure that lessons are well prepared, making use of available resources;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to pupils, value their contributions and respect their views;
- Be sympathetic, approachable and support all children to flourish in all aspects of their development;
- Identify and seek to meet pupils' varied needs;
- Making rules clear and implementing them firmly, but fairly with sensitivity
- Share with the parents any concerns they have about their child's progress or development and work with families to support all children;
- Expect high standards and acknowledge effort and achievement where children are flourishing; pursue opportunities for personal and professional development;
- Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection.
- Being calm, good humoured, having high expectations for the good behaviour of all children in school;
- Believe that all children are capable of making the right choice.

Strategies for modifying unacceptable behaviour

Our youngest children enter Kirkby and Great Broughton school at age four and embark on a process of learning. We understand that in order to grasp what the right choices are, it is inevitable that children will sometimes make wrong choices and that too is a valuable part of learning.

Communication between staff and consistency when applying this policy is paramount if it is to be successful. Staff are expected to share with each other particular concerns about any individual child or particularly positive actions by a child.

Communication with parents is also important. Our aim is to inform parents as early as possible about behaviour, good or bad. We don't see informing parents as a sanction within itself but merely as information giving in the spirit of partnership.

When dealing with challenging behaviour it is important to remember:

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is unacceptable and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.
- Forgiveness and restoration are central to our approach. After consequences are completed, staff support children to repair relationships, rebuild trust and return to learning so they can continue to shine for themselves and others.

Unfortunately there will be occasions when behaviour is unacceptable. It is vital to help children to understand why this is so. We must ensure that in dealing with such behaviour we use appropriate sanctions which are age appropriate, immediate, fair and consistent. We make clear why the sanction is being applied and what change in behaviour is required to avoid future consequences.

Traffic Light Approach to Behaviour Management

We must ensure that in dealing with such behaviour we use appropriate sanctions which are age appropriate, immediate, fair and consistent. We make clear why the sanction is being applied and what change in behaviour is required to avoid future consequences. Our traffic-light system is rooted in our Christian vision. While consequences are necessary to keep everyone safe, each stage is designed to help children reflect, restore and return to shining — for themselves, for one another, and for the wider community.

Whilst taking in to account the framework above, we follow these stages in dealing with behaviour:

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| Stage 1 Expected Behaviour | Children are expected to follow the class rules; they respect the rights of self and others and are cooperative and self-controlled. Children are expected to aspire to this and reward systems are designed to reinforce and promote this. |
| Stage 2 GREEN | Minor disruptions (e.g. distracting others, poor concentration, showing poor manners, grabbing, talking in an inappropriate voice, interrupting, lacking awareness of others, pushing or running). This is dealt with in class by the class teacher/teaching assistant using gentle but firm verbal and non-verbal reminders and, if the teacher chooses, quietly issuing them a card. Wherever possible positive behaviour is promoted and the expectation is communicated |

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| | <p>Eg instead of don't slouch, XX show me your smart sitting. A word in their ear should be all that is required and will suffice in most cases, however, if the 'polite reminder' does not have the desired effect the whole-school traffic light approach should be implemented. GREEN – REMINDER 1</p> |
| <p>Stage 3 AMBER</p> | <p>If a second 'reminder' about their conduct is required : AMBER – WARNING. The incidents do not need to be related. If on occasion it is felt that a pupil's behaviour and response to adult intervention lacks sincerity or respect, the pupil's name should be recorded in the amber zone at the first instance. The pupil should be given a clear explanation of why this action has been taken and made aware of the conduct/behaviour that is unacceptable.</p> <p>The warning is given. For example: 'If I have to speak to you a third time you will have a consequence. I am sure you will make the right choice and show me how you can complete your work on your own.'</p> |
| <p>Stage 4 RED</p> | <p>RED – AGE APPROPRIATE CONSEQUENCE</p> <p>Where a child continues to make inappropriate choices the child may be sent with their work to an alternative classroom or venue/ miss playtime etc. The child should be able to access and complete the work without adult support. Behaviour should be recorded (head's record) and parents informed</p> <p>The consequence is carried out and the child is required to articulate:</p> <ul style="list-style-type: none"> • What they did • Why they did it • What rule they broke • What would be a better choice next time • What they can do to help <p>On returning the child should review with an adult what they did, what rule they broke and what would be a better choice for appropriate behaviour.</p> <p>Additionally an immediate RED can be given for:</p> <ul style="list-style-type: none"> • Health and safety, violence or threatening behaviour towards others • Refusal to follow a reasonable request* • Refusing to hand over items which are not allowed in school • Swearing • Bullying • Child on Child Abuse • Answering back <p>Guidance for failure of following a reasonable request*</p> <p>Refusal to follow a reasonable request means that children are persistently not complying with a reasonable request. It does not mean that students are immediately given a R4, but they are asked 3 times to comply – <i>"Michael can you please..." "Michael I have asked you to... can you please do so." "Michael are you refusing to follow a reasonable request to..." "Michael you have refused to follow a reasonable request, this has resulted in a R4 as you have had to be reminded four times".</i></p> <p>It should also be noted that all behaviour is contextual and needs to be dealt with on an individual basis taking into account the context. Consequences are also judged on the basis of severity and previous incidents.</p> |

Stage 5

If a repeat of the red was required within the same session, the pupil should be escorted to a member of the SLT or SLT sent for where a further consequence will take effect. This approach operates for a specific time period with a 'clean sheet' beginning each new session (morning/afternoon)

If a child continually breaches the rights of others or there is continued deterioration of behaviour and all attempts to support and help are ignored, a member of leadership/SEND becomes involved. The child is then, in consultation with parents, is placed on an individual behaviour plan. All discussions are logged and the individual behaviour plan monitored carefully and reviewed regularly.

All staff should use the words green/amber/red with clear warnings of CONSEQUENCES if...

Child on Child Abuse (See also Child Protection Policy), Sexual Violence and Sexual Harassment (See also Child Protection Policy)

All staff at Kirkby and Great Broughton School know that if they have **any** concerns regarding child-on-child or sexual abuse this is taken very seriously and should report via Cpoms and speak to the DSL. All staff understand the importance of challenging inappropriate behaviours between children that are abusive eg:

- Any form of bullying including on line
- Physical abuse of any kind
- Sexual violence
- Sexual harassment eg comments and jokes

Break times

During break times, adults supervise children and enforce behaviour expectations. Where children are displaying highly positive supportive behaviour, rewards such as stickers and sharing success with teachers can be used.

Where children are not displaying good behaviour they should be reminded about the expectations and the green, amber, red system is used. Staff can show a card, record names to inform the teacher if a red consequence is needed.

Lunch/Playtime Behaviour Expectations & Acceptable Conduct Guidance

Staff should reinforce appropriate use of playground rules.

·Playground furniture: Children should refrain from sitting on table tops and standing on seats and benches.

· Trim-trail: Children should be encouraged to use the trim-trail safely, continuously moving around the equipment as it is intended, to practice and consolidate physical and balancing skills.

· Quiet Area: Encourage children to respect the quiet nature of this area, favouring calm social activities, a place for conversation drawing board games etc. This area is not to be used as an extension of the active playground.

· Shared Playground Space: Children should be encouraged to share the limited space showing awareness for each others enjoyment and safety. Running games should be restricted to within the netball court markings, thereby providing safe zones either side where children can access the playground marking activities without disruption.

· Playground Trolley Equipment: On the occasions when the trolley is operational, children are required to use the equipment on the main playground only leaving a toy free third close to the field for other playground activities. The equipment should not be used in the Quiet Area.

Where children are physically aggressive or displaying inappropriate behaviour, adults should intervene and remind the children of the expected behaviour, giving an amber warning. As is reasonable practical, staff should ensure that where they have given reminders, they should check in on individuals and groups so that if children continue with the physically aggressive or inappropriate behaviour they should be given a 'red card/ consequence' and put on time out in the playground area – eg stand by a wall (2 – 5 minutes), walk with the adult etc

Where incidents are of more significant concern a senior member of staff should be contacted

More Serious Issues Relating to Behaviour

Where appropriate the following may apply:

- Involvement of Behaviour Support Service
- Individual behaviour plan
- Internal Exclusions
- Fixed Term Exclusion
- Permanent Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The headteacher will. The following are examples:

- Failure to comply with a reasonable request from a senior member of staff.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences. Bringing vapes or vape paraphernalia onto the school site.
- Failure to comply with the requirements of the 'Reminders' system see section 5 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting.
- Inappropriate Photos / Images. The creation, possession, sharing or attempted sharing of any inappropriate, indecent or harmful images on any device (including mobile phones) is considered a serious safeguarding concern.

In-School Exclusion

Before a Fixed Term Exclusion is considered, the school may use an In-School Exclusion as an intermediate sanction.

An in-school exclusion means the pupil is removed from their class and works in a supervised, designated space for a defined period. They will complete appropriate work and will not access social times with their peers.

Use when behaviour is serious but does NOT yet meet the threshold for fixed-term exclusion.

Examples:

- Persistent unkindness or emerging bullying
- One-off physical aggression without injury or accidental injury
- Sexualised comments or inappropriate language
- Online unkindness causing upset
- Repeated boundary-crossing after warnings
- Intimidation or coercion that is concerning but not sustained
- A pupil has reached **Stage 5** and behaviour continues to breach the rights of others despite previous interventions.
 - A pupil needs time away from peers to reflect and reset behaviour.

Fixed Term Exclusion

Fixed Term Exclusion means that a child is not allowed on the school site for a defined period determined by the Headteacher.

Use when behaviour is harmful, abusive, repeated, or significantly impacts another child's safety or wellbeing.

Examples:

- Physical assault causing pain, injury or significant distress
- Sustained or targeted bullying (including online)
- Sexual harassment (comments, unwanted touching, pressuring)
- Sharing or attempting to share inappropriate images
- Threatening or intimidating behaviour
- Hate-based abuse (racist, homophobic, ableist, sexist)
- Repeated abusive behaviour after internal exclusions or behaviour plans
- Behaviour that places another pupil at risk of harm

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Permanent Exclusion

Permanent Exclusion (also known as expulsion) means your child is permanently removed from the school.

'A decision to exclude a pupil permanently should only be taken:

- *in response to serious or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.*

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.
- Making a malicious serious false allegation against a member of staff.
- Potentially placing members of the public in significant danger or at risk of significant harm.
- Persistent defiance or disruption where all other avenues have been exhausted.
- Re-offences of the behaviour noted above.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

For children who are deemed to be at risk of exclusion a formal meeting will be called for a discussion between the parents or carers, the Headteacher and other relevant and significant staff involved with the child, and where appropriate outside agencies. The purpose of the meeting will be to establish and clarify the child's individual targets.

Bullying

Please refer to Anti-Bullying Policy

Behaviour in Nursery

Due to the age of the children, this policy has been adapted as below:

Be Safe  **We have kind hands, kind feet and kind words**

Be Responsible  **We look after our toys and each other**

Be Respectful  **We remember our manners; please, thank you and excuse me**

We reward positive behaviour with praise, certificates and the chance to take Stomp the Dinosaur home at the weekend.

Our strategies for modifying unwelcomed behaviour in nursery are:

1. Warning (where appropriate)
2. Sit on bench / chair for 2 minutes
3. Discuss what happened and how to make it better
4. Fix the problem / say sorry when appropriate

If behaviours continue then no warning given, just sat out for 2 minutes again.

If do not want to engage in discussion or make it better extra 2 minutes in chair / bench.

In both main school and Nursery, at Kirkby and Great Broughton School we understand that some children need more support than others so on occasions a personalised plan will be put into place.

At Kirkby and Great Broughton School, our vision calls us to shine — within ourselves, for our community and out to the world. Forgiveness, compassion and restoration underpin our behaviour culture. We support every child to make good choices, repair harm when it occurs, and grow into the person God calls them to be.