

Manston St James C of E Primary Academy

Policies & Procedures

Positive Behaviour Policy



Approved on

16th June 2026

Approved by

Local Governing Board

Last reviewed on

1st September 2025

Next review due

16th June 2027

A member of



‘We have roots. We are growing. We will be the best we can be. All are welcome and all are loved’

‘Rooted and Grounded in Love’ Ephesians 3:17



At Manston St. James Primary Academy, we believe that positive relationships and partnerships based on love and the highest level of mutual respect and understanding are key to success for all members of our community.

Manston St. James Primary Academy is committed to ensuring that pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to thrive and 'live life in all its fullness'.



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We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life.

By aligning Thrive with our behaviour expectations we have created a culture that is not only a tool for learning but also a foundation for emotional safety and positive behaviour.

Also fundamental to the Academy is that all members have a right to be safe, healthy and feel a sense of wellbeing.

Let's help every child
thrive 

Oracy is weaved throughout all aspects of behaviour management and discipline, which is then built on the foundations of the Christian values of our school.



Our school vision 'we have roots, we are growing, we will be the best we can be; all are welcomed, and all are loved' recognises that children, and adults, make mistakes. Therefore, restoration, forgiveness and understanding of others underpin this policy to support us to live out our vision of a community which is 'rooted and grounded in love' (Ephesians 3:13).

Mistakes
HELP YOU GROW



Aims

- To promote the vision and Christian values of the school
- To have the highest expectations of pupil learning behaviour in order to maximise opportunities to 'grow' and succeed.
- To develop good relationships in school between staff and pupils which are underpinned by love and mutual respect.
- To develop good communication to express emotions and negotiate relationships.
- To shine a light on behaviour: there is always a reason behind a wrong choice.
- To equip pupils with the language needed for self-regulation.
- To create an environment which supports pupils to live out our school vision and values by being self-reflective, self-disciplined and accept responsibility for their own actions.
- To provide effective and challenging learning environments.
- To celebrate achievements and success in all areas of our lives.



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Managing Regulation

We want all pupils to be as adept as possible at managing their own behaviour and understanding their zones of regulation through the use of emotional literacy.

We strive to deliver quality first teaching - which includes building relationships with pupils and personalised provision and planning for pupils with additional needs – as our first strategy for managing behaviour.

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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Our Staff Responsibilities

Managing behaviour is the responsibility of all academy staff, teachers, pastoral staff and support staff. The way we ensure the highest standards of behaviour relies on our understanding and consistent application of the behaviour policy. We need to encourage pupils to make the right choices and take responsibility for their behaviour. Adults help to facilitate good behaviour by making expectations clear, teaching—not just telling—behaviour, and remaining calm, consistent and fair. The following routines are taught, modelled and practised.

Therefore, all staff will:

- Meet and greet at the classroom door on a morning.
- Model positive behaviours and build relationships
- Model consistent language; consistent response
- Refer to and model the School Vision, Character Traits and Christian Values.
- Model positive behaviours and work towards developing strong positive relationships.
- Refer to the 'WIN' posters for shared and modelled language.
- Reward, recognise and praise pupil effort and achievement.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Create a classroom which is a 'safe space' for all.



"...what are the visible consistencies in your setting? What could they be? Are they embedded with love or punishment?"

— Paul Dix, [When the Adults Change, Everything Changes: Seismic shifts in school behaviour](#)

Our Leadership Team Responsibilities

- Regularly share good practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.



"It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school."

— Paul Dix, [When the Adults Change, Everything Changes: Seismic shifts in school behaviour](#)



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Our Governor Responsibilities

- To set down general guidelines on standards for discipline and behaviour, and to review their effectiveness
- To support the Head Teacher in adhering to these guidelines
- To provide advice to the Head Teacher regarding particular disciplinary issues
- To monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently
- To ensure that the school abides by the non-statutory guidance, The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background



Our Parent Responsibilities

We believe that parents have a vital role to play in their child's education, supporting their child's learning and communicating with the school. We are very conscious of the importance of strong communication between home and school. We always aim to work collaboratively with parents, so children receive consistent messages about choices that are made.

We expect parents:

- To treat all our members of staff with respect
- To behave responsibly whilst on the school premises
- To support the school and report any incidents, bullying or concerns directly to school
- To ensure that concerns regarding behaviour are not posted on any social media as this makes it more difficult for the school to deal with fairly
- To engage in conversation with your child about their behaviour at school



"If we don't address the language we use by default then we risk the greatest inconsistency of all"

Managing poor behaviour with improvisation —Paul Dix, responses." When the Adults Change, Everything Changes: Seismic shifts in school behaviour

Scripted Responses

W

Wonder:

- I'm wondering how you're feeling ...
- I'm wondering what happened
- I'm wondering how this feels for you
- I'm wondering if you're feeling (name it) becauseand

I

Imagine:

- I imagine this is really hard for you
- I imagine when (name and break down what happened... you felt ... (name emotion)

N

Notice:

- I notice that ... (say what you see)
- I notice that when Your face goes red etc
- I'm noticing that you are much calmer
- I notice that when you are happy your eyes light up

Vital Relational Functions (VRFs)

- Attune:** Be alert to how they are feeling. Oo, oh, mm, eek
- Validate:** Their perspective, experience and feelings experience
- Containment:** Catch it, match it and digest it.
- Regulate:** Calm and soothe

**We must not make the children come into our world.
We must go into theirs.**

Consistency in practice:

- Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.



Consistent language; consistent response:

Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.



“If we don’t address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.”

—Paul Dix, responses.” When the Adults Change, Everything Changes: Seismic shifts in school behaviour

P: Playful – Listen to the child and follow their lead in play. Have an excited and positive attitude to the creative ideas they share with you.

L: Loving- Show warmth and tenderness to children you care for. Offer comfort when they are upset, accept their feelings and validate them.

A: Accepting – Attune (catch and match the feeling), validate (validate the feeling), contain (make the unbearable survivable) and regulate (meet the intensity then calm and soothe).

C: Curious - Be interested in and curious about the child. Ask questions about what they are doing and answer theirs.

E: Empathic - Talk about how hard it can be to have to choose: name the sensations and emotions that can come up. Role model and show how to deal with them.

Our non- negotiables: school rules

- Consistent, simple rules/agreements/expectations promoting appropriate behaviour.
- To be displayed in every classroom
- Referred to in all behaviour management situations



IN OUR SCHOOL



**WE SHOW KINDNESS
AND LOVE TO
EACH OTHER.**



**WE ALWAYS TRY
OUR BEST.**



**WE ARE
FORGIVING.**



**WE RESPECT
EACH OTHER.**



**WE CREATE A
HAPPY SCHOOL.**



**WE SERVE
EACH OTHER.**

Rooted and Grounded in Love

“If we don’t address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.” – Paul Dix
When the Adults Change, Everything Changes: Seismic shifts in school behaviour

- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners



Promoting and Rewarding Positive Behaviour

“Putting the punishment away and shifting to support mode is a key skill of an emotionally consistent teacher. You cannot regulate with sanctions, and has a bad payback.”

—Paul Dix, trying to regulate with rewards After The Adults Change: Achievable behaviour nirvana

At Manston St James Academy we want our pupils to be motivated by the intrinsic value of learning and the achievements it brings; we are committed to rewarding pupils for developing good learning habits.

We do not use rewards and sanctions to regulate pupils; this is primarily achieved through quality first teaching and bespoke provision for those pupils that need it.

We recognise and reward learners who go ‘over and above’ our standards. Although there are extrinsic awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



Rewards include:

- Positive praise throughout the day;
- Communication with home e.g. certificates, phone calls, texts etc;
- Celebration events – regular celebration in collective worship;
- Sending children to another teacher to show off their achievements - stickers;
- Oracy stickers and certificates
- Sending children to SLT for a golden sticker, If a member of SLT is not available leave a note on the door for the member of SLT to deliver the Sticker to class.;
- Sharing individual and class achievements on social media;
- Postcard sent home.
- At Lunchtime children will be selected 2 times a half term to be seated at the 'Golden Table' and will get to drink juice and eat on special plates.



Whole Class Recognition and Rewards for Positive Behaviour



At the start of the school year, classes discuss what positive behaviour within their classroom looks like and how they will achieve this throughout lessons, days and the school year.

Alongside the class teacher, the children decide on a whole class approach to recognising and rewarding positive behaviour during learning time and a reward, which all children take part in, once their goal is achieved.

This supports children to work together towards a shared goal and gives staff the autonomy to introduce systems and rewards which engage and excite the children.

Playtime and Lunchtime Behaviour



Positive play is very important to us, and we ensure that positive reinforcement is used at break times as well as during learning time. Sanctions on the playground follow the same pattern as in the building:

- 1) Give the child a reminder of what you expect
- 2) Warn the child that you will ask them to walk around the playground with you if the behaviour continues
- 3) Take the child around the playground with you for 5 minutes
- 4) Discuss your expectations with the child and allow them to re-join their game

At the end of each break, we use a two-whistle system to ensure everyone's safety:

Whistle 1: Stand still. Stop using equipment. Dismount the trim-trail.

Whistle 2: Walk to line. Line up silently in line order.

During wet break times and wet lunch times, children will remain in their own classrooms. Teachers will provide them with the opportunity to draw, play board games or watch a film.



“They don’t need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the rubbed off.”—Paul Dix, more subversive mind. Some children’s names still appear on the board even when they have been.”

When the Adults Change, Everything Changes: Seismic shifts in school behaviour

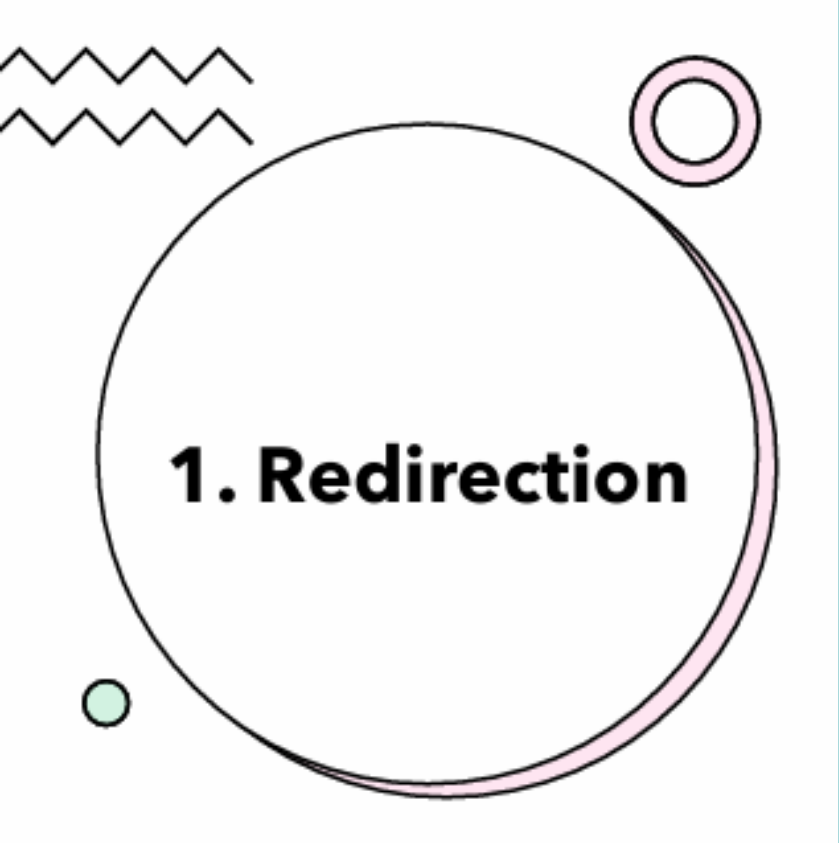
Sanctions



The following steps are numbered to indicate that they are sequential steps in the sanction process. However, they are not steps that pupils would 'be on' as they would with a system that uses a chart.

As a guide, the end of each session during a school day would mean we were able to implement redirection at the start of the next session. The steps are moved through quickly (quicker than the steps down a behaviour chart), because our expectation should always be that 'redirection' works to help pupils 'turn it around'.

Redirection



1. Redirection

Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Gives pupils chance to 'turn it around'.

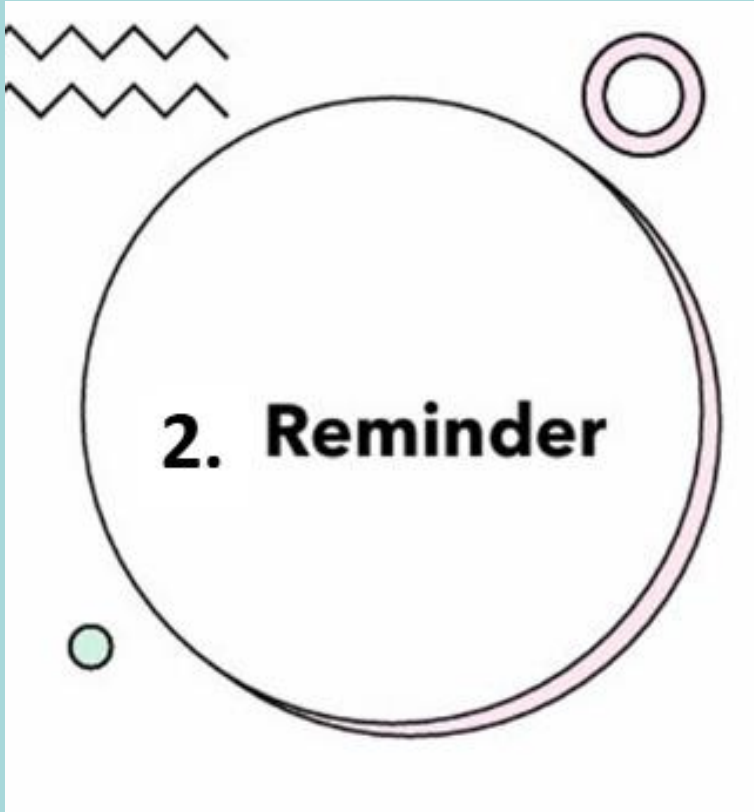
Reminder (Level 1 behaviours)

Reminder of school rules.

Deliver this privately wherever possible. Refer to previous positive behaviour e.g. 'Remember last week during art where you worked so carefully, I need you to do that now'.

Behaviours:

- Talking over adults or other pupils
- Calling out
- Interfering with others property
- Not following a clear instruction
- Attempting to distract other pupils



Caution (Level 2 Behaviours)

Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

“Think carefully about your next step. If you continue, we will need to have a Reflect, Resolve, Move-on session.”

OR, IF AT BREAKTIME OR LUNCHTIME: “Think carefully about your next step. If you continue, you will need to have some out time out.”

Behaviours:

Repeated level 1 behaviours

Using inappropriate language/behaviour

Child on child incident

Taking things from others



3. Caution

Some time out (level 3 behaviours)

If a pupil has a reminder and then a caution and continue to persist with the behaviour, then they will need time out to reflect.

“You are not being /respectful/safe. You will now need to spend some time in another class/ OASIS”

Following the time out, the adult will say: “You had some time out because you weren’t being kind/ respectful. If you are ready to be respectful and safe, you can come back”

More in depth restorative conversation completed by class teacher.

Parents informed by class teacher.

Behaviours:

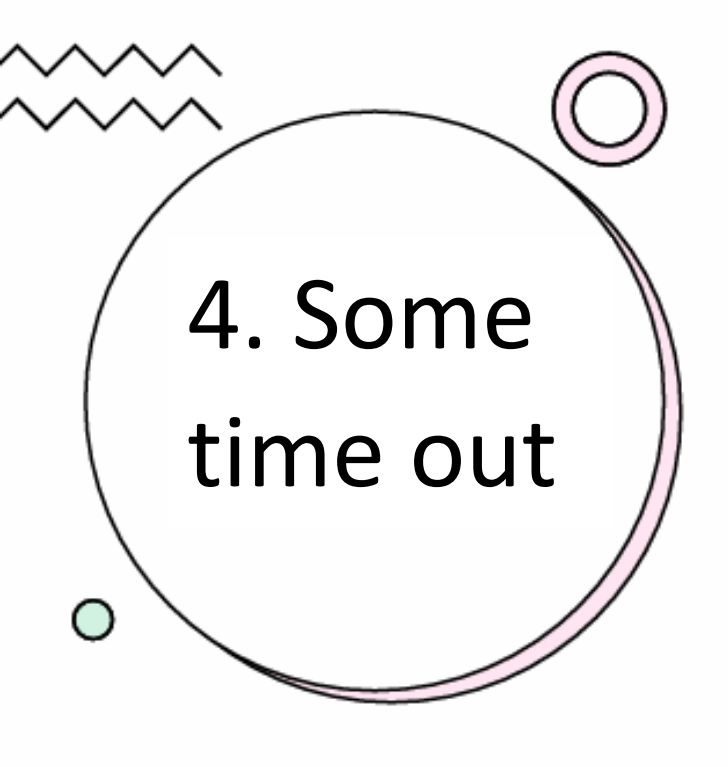
Repeated Level 1 and Level 2 behaviours

Damaging property with intent or through inappropriate use

Verbal aggression

Physical aggression

Repeated child on child incident



4. Some time out



5. Level 4 behaviours

Level 4 behaviours

Following a level 4 behaviour, the child may need a few minutes to calm down, breathe and look at the situation from a different perspective. This could be in the class calm area, or out of class if necessary. If calming time is needed outside of the classroom, an adult will always be with the child.

At breaktime or lunchtime, level 4 behaviours will need a restorative conversation and some time out with the member of the behaviour team / leadership team on duty. Please ensure that as much information is provided as possible to the member of SLT on duty.

Where appropriate pupil is educated in the Oasis.

Possible period of fixed term exclusion.

Behaviours:

Defiant, refusing to follow instructions given by any adult in school

Child on child NOT bullying

Damaging property with intent or through inappropriate use

Repeated level 2 behaviours

Unprovoked physical assault

Absconding

Swearing (direct)

What does a restorative conversation look like?



What does a
restorative
conversation
look like?

Restorative conversation Script-
REFLECT, REPAIR, REBUILD

Engage

What's happened from your perspective?

What were you thinking at the time?

What were you feeling at time?

Explain

Who has been affected?

What do you think about it now?

What do you feel about it now?

Expect

What's needed to make things right?

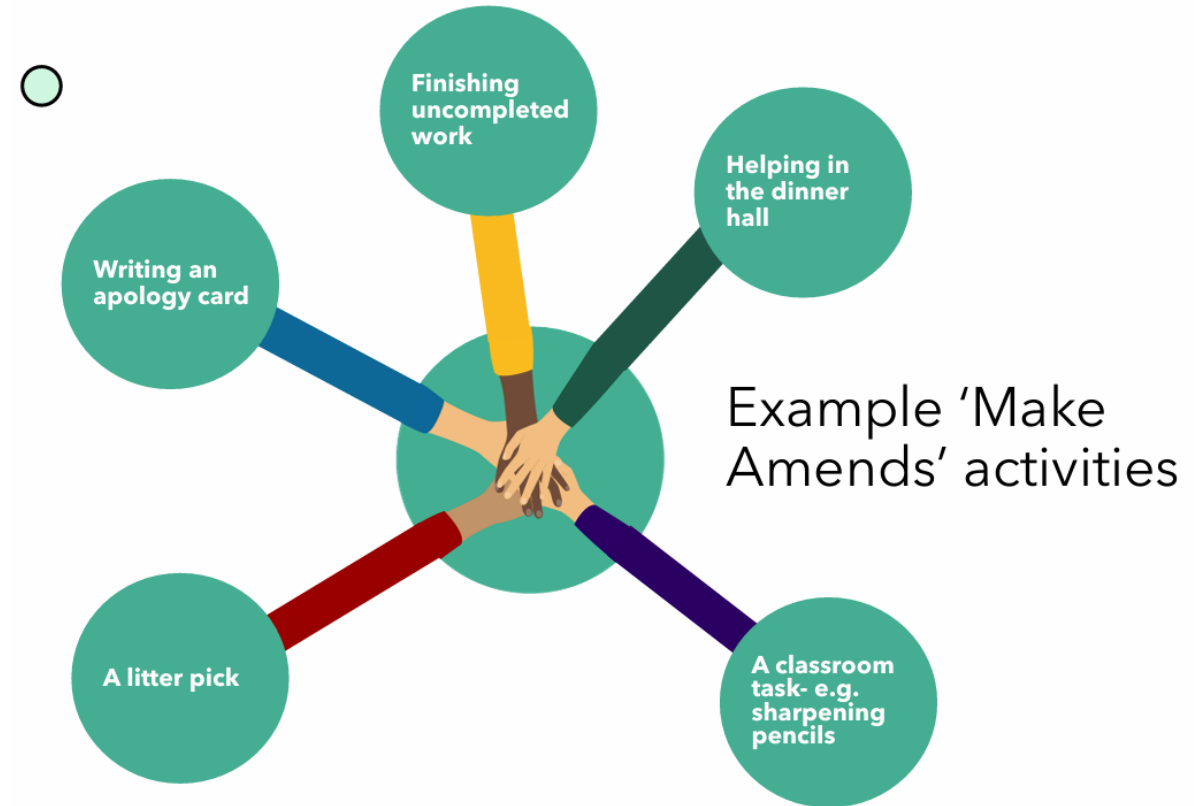
What have we learnt from this?

We want all our pupils to feel that they are an important and valued member of our school community. Children at our school have a clear understanding of what a community is and what it means to be a 'good' citizen.

If a member of our school community acts in a way that could negatively affect other members, then it may be appropriate for them to take part in a make amends session.

The idea of these sessions is that the pupil spends some time 'giving back' to the school community. This could be in a variety of ways such as – helping in the dinner hall, tidying the library, organising classroom equipment.

Making Amends Session



Sanctions:

We recognise that, sometimes, praise will not be enough to manage the behaviour of some pupils. Therefore, we have a system of sanctions.

Sanctions should be three things:

- consistent (applied similarly by every adult)
- persistent (escalate if the behaviour does not stop)
- insistent (with a firm voice).

Children should always be given the opportunity to make the right choice and thanked when they do.



Sequence of Sanctions:

If the implementation of our behaviour management system has not addressed the poor behaviour, the following sequence is used:

- A formal meeting with parents/families to form a plan for behaviour improving.
- Fixed term 1:1 behaviour supervision. Where staffing allows, the pupil will be provided with an adult to support with their behaviour choices. This may include supervised 1:1 breaktimes.
- Fixed-term suspension
- Permanent exclusion

Exclusion is solely the responsibility of the Head Teacher or, in their long-term absence, the Deputy Head. The decision will be taken with the agreement of the Chair of Governors where possible. Staff should not discuss or threaten exclusion with a pupil or parent.



Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against

Bullying can include: emotional; physical; racial; sexual; direct or indirect verbal; cyber bullying. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

At Manston St James we do not tolerate any kind of bullying. Our school is a place where all people, regardless of difference, are treated with respect. Following 'hate incident reporting guidance for children's settings and schools' (HIRS Leeds City Council, 11th November 2022), all incidents deemed to be a hate incident will be reported to Leeds City Council within 14 days.

'Hate incidents may be based upon: homophobic/sexual orientation, race/ethnicity, religion/belief, disability/SEN, gender identity. Hate incidents can consist of: verbal abuse or insults for example. detrimental comments, abusive language and "jokes" relating to race, religion, disability/learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls.' (HIRS 11th November 2022)



Reasonable adjustments

Consistency lies at the heart of all successful behaviour for learning practices. However, there are circumstances when reasonable adjustments should and must be made.

Reasonable adjustments may be applied if there are pupils with special educational needs or for pupils who are on a child protection pathway and normal application may compromise their safety or wellbeing. Alternatively extenuating circumstances may indicate that there are other factors to consider before a final decision is made in terms of sanctions.



Prevention First

In line with DfE guidance, staff will prioritise proactive, preventative strategies to minimise the need for restrictive interventions by reducing distress and preventing escalation, including:

- Positive behaviour support
- Emotional regulation
- Early help and personalised strategies
- Deescalation approaches



Thrive Vital Relational Functions (VRFs)

Attune

Be alert to their feeling, attune to their emotional state.



Validate

Validate their feelings / experience / perspective.



Contain

Demonstrate you can catch their feelings and help digest them.



Regulate

Soothe and calm them. Model how to do this.



Restriction Intervention

Restrictive intervention should normally be carried out by trained staff; however, if trained staff are not immediately available and the situation requires urgent action to ensure safety, any staff member may use reasonable force as a last resort.

Restrictive intervention may only be used where necessary to:

- · Prevent injury to themselves or others
- · Prevent a criminal offence being committed
- · Prevent serious damage to property
- · Prevent disorder among pupils at the school, whether during a teaching session or at other times

Restrictive interventions must never be used:

- · As punishment
- · To enforce compliance
- · As routine behaviour management

