Lightcliffe C of E Primary School
Policies & Procedures

Positive Behaviour Policy

Approved on	20.11.25
Approved by	Local Governing Board

Last reviewed on	10.11.25
Next review due	01.09.26

Inspiring and flourishing together

Contents

1. Rationale

The vision of Lightcliffe CE Primary, underpinned by the belief that God loves each person as part of His Creation, will be evident as we all work towards creating a positive atmosphere based on a sense of community and shared values which are linked with our whole school vision 'Inspiring and flourishing together'. The development of positive social, emotional and learning behaviours is at the heart of our Positive Behaviour Policy which is based on the key principle of developing and sustaining positive relationships and allows pupils to seek forgiveness and reconciliation acting in a way that reflects our Christian ethos and values.

At Lightcliffe CE Primary, values are paramount to our work and underlie our approach to managing behaviour. The following rules are displayed around school and underpin the behaviour expectations of pupils and staff.

We expect pupils to be:	We expect adults to be:
Ready	Kind
Respectful	Positive
Safe	Inspiring

2. Aims

This policy aims to:

- Promote appropriate behaviour amongst all pupils and adults to secure an atmosphere that is conducive to effective teaching and learning in the school.
- Develop a culture of mutual respect that creates a safe and secure learning environment.
- Enable pupils to experience challenges, succeed in their learning, have a sense that learning can be fun and relevant to their lives and become independent and enthusiastic learners.
- Recognise the importance of the development of self-esteem and its effect on children's social, emotional and intellectual growth.
- Create a climate in which pupils and adults are valued and respected and in which achievement of all kinds is recognised and celebrated.
- Support pupils to be able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.
- Create an environment which encourages pupils to demonstrate our values by being self-reflective, self-disciplined and accept responsibility for their own actions by enabling them to resolve disagreements respectfully and seeking forgiveness and reconciliation.
- Apply appropriate rewards and consequences consistently to promote appropriate behaviour and communicate the policy effectively to all concerned.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and foster in pupils a respect for themselves, for other people and for property).

3. Roles and Responsibilities

Governing body

The governing body is responsible for monitoring this positive behaviour policy's effectiveness, holding the Co-Headteachers to account for its implementation and approving the policy following review.

The Co-Headteachers

The Co-Headteachers are responsible for reviewing this positive behaviour policy. The Co-Headteachers will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently. The Co-Headteachers will monitor behaviour through analysis of data including incidents of discriminatory behaviour and bullying.

Staff

Staff are responsible for:
- Following the Positive Behaviour Blueprint (Appendix 1)
- Following the Behaviour Steps (Appendix 2)
- Creating a calm and safe environment for all.
- Implementing the positive behaviour policy consistently.
- Refer regularly to the key rules of 'Ready, Respectful, Safe'.
- Living out the key values of 'Kind, Positive, Inspiring'
- Supporting pupils to reflect on their behaviour and restore relationships when needed.
- Modelling expected behaviour and relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents as required within CPOMs.
- Share relevant information as part of the transition process.

The senior leadership team will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the school's rules of Ready, Respectful, Safe.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work with the school to support their child in taking part in any pastoral work following behaviour concerns.

Pupils

Pupils will be made aware of the following:
- The expected standard of behaviour they should be displaying around school.
- Their responsibility to follow the rules of 'Ready, Respectful, Safe' and to take part in reflective and restorative conversations.
- The school's vision upon which our rules and routines are based.
- The recognition they can earn for meeting the behaviour standard, rewards for going over and above, and consequences they will face if they do not meet the standards.

4. Recognition

Positive reinforcement of good behaviour is of vital importance and should be given at every opportunity. At Lightcliffe CE Primary School we use a variety of positive behaviour strategies across the whole school to identify and recognise good behaviour.

These include (but are not limited to):

- Verbal praise
- Name added to the Christian Values class recognition poster
- Dojo points
- Stamps and stickers
- Certificates
- Messages to parents via Class Dojo, Tapestry or phone call.
- Visits to another class, subject leader or Co-Headteachers to share examples of good work.
- Headteacher Gold Awards
- Headteacher Award bookmark
- Headteacher Class Awards
- Outstanding Pupil Award

5. Consequences

Engagement in learning is always our primary aim and for the vast majority of our learners, identifying good behaviour in others or a reminder is all that is needed. Time-in with an adult may be needed for a more in-depth, reflective and restorative conversation. Further actions and consequences may be needed for those children who continue to not follow the school rules or where more serious behaviour is displayed. For this, the Behaviour Steps will be followed (Appendix 2)

On all occasions, staff will make it clear that it is the behaviour and not the pupil that is unacceptable. If a pupil misbehaves, the school manages this by using positive strategies. Clear, consistent and appropriate consequences are used.

Early stages of intervention and discipline remain the responsibility of **ALL staff**. A stepped approach, to address inappropriate behaviour, remains essential as part of our overall positive behaviour policy.

Serious breaches of the rules: Ready, Respectful and Safe, such as swearing, fighting, bullying or refusal to co-operate will be dealt with promptly. A member of the Senior Leadership Team is likely to be informed to investigate and make a decision about the most appropriate consequences and actions. On rare occasions the pupil may receive a fixed term exclusion from school.

6. Pupil to Pupil Allegation Procedures

Allegations against a pupil by another pupil (or a pupil's parent/carer on their behalf) will always be taken seriously and every endeavour will be made to establish what has happened from the point of view of both the pupil(s) causing harm and the child(ren) being harmed with the hope of resolving the problem as quickly as possible. Each case will be considered carefully with appropriate consequences/actions with appropriate support provided as needed.

If needed, conflict resolution strategies will be used so that all involved can discuss the incident and a way forward. The adult investigating the incident will keep a record of any discussions on CPOMS.

Allegations of bullying or racism will be dealt with in line with the Anti-Bullying Policy and Equality Policy.

7. Inclusion

Our approach to challenging behaviour may be reasonably adapted to cater to the needs of the pupil. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

The school's Senior Leadership Team supported by the Special Educational Needs Co-ordinator and Pastoral Care Leader as needed, will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist services, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis. An educational psychologist, medical practitioners and/or others may be involved at a later stage.

8. Curriculum Development

The teaching of Christian Values, British Values and the PSHE and Relationships and Sex Education curriculum is used to help develop pupils' awareness, at the appropriate level, of:
- their own needs, rights and responsibilities
- the needs, rights and responsibilities of others
- the school's expectations
- the need for rules or laws to protect individual freedoms
- shared and differing concepts of right and wrong

9. Suspension and Exclusions

On rare occasions, there are serious incidents or persistent poor behaviour, which has not improved following in-school consequences and interventions. In these cases the Co-Headteachers may implement an internal/external suspension or exclusion as a last resort. At this point our Exclusions Policy will be followed.

10.   Use of Reasonable Force

School staff are able to use reasonable force in situations when:
- A pupil is at serious risk of harming themselves.
- A pupil is attacking a member of staff or another pupil.
- A pupil who is disruptive must be removed from the classroom, where they have previously refused to.
- Members of staff must prevent a pupil from leaving a classroom if there is a risk to pupil safety.

- Members of staff need to control disruptive pupils on school trips, or similar, supported a risk assessment.

Any occurrences of the use of reasonable force will be reported to the Co-Headteachers. A record of the use of restrictive physical intervention will be made using the RPI Records Sheet (Appendix 3) which will then be uploaded to CPOMS and the pupil's parents/carers will be contacted. A number of staff are Team Teach trained in the use of the safe handling of pupils.

11. Monitoring and Evaluation of this Policy

The policy will be monitored and evaluated by the Senior Leadership Team.

Monitoring and evaluation will include opportunities for staff, parents and pupils to share their views.

This positive behaviour policy will be reviewed by the Co-Headteachers and approved by the local governing body.

Appendix 1

Lightcliffe C of E Primary

Positive Behaviour Blueprint

Inspiring and flourishing together

Rules ~ Pupils at Lightcliffe are:	Adults at Lightcliffe are:
Ready	Kind
Respectful	Positive
Safe	Inspiring

Adults and pupils ~ relentless routines:

- Meet and greet
- Calm corridors
- Tidy and organised
- Ready line
- Straight into tasks
- Positive focussing

Positive Recognition:

- Kindness
- Attitude
- Initiative
- Values
- Effort
- Responsibility

- Class recognition board
- Continued recognition
- Headteacher Award Bookmarks
- Headteacher Gold Awards
- Academic Awards
- Class Headteacher Award
- Outstanding Pupil Award

Appendix 2

Behaviour Steps

STEP 1 ~ Reminder

A reminder of the rules and instructions

STEP 2 ~ Caution

What is your unacceptable behaviour?

What will the consequences be if it continues?

What are you going to do next?

STEP 3 ~ Last Chance

How can you change your behaviour?

Think about when you behaved well before.

2 minutes owed at playtime

Any unfinished work to be completed

STEP 4 ~ Thinking Time

Take time to be calm and to be ready to learn.

Think about your behaviour and what you are going to do next

Thinking time – this may be a short time outside of the classroom

Unfinished work to be completed – this may be sent home

Parents informed as needed

Behaviour recorded as needed

STEP 5 ~ Restorative Meeting

Discuss unacceptable behaviour, it's impact and steps back to learning.

Parents informed and record made

Time at break to discuss behaviour and next steps

Possible meeting with Phase Leader or Headteacher

For more serious behaviour, go straight to step 4 or 5.

Appendix 3

<table>
<tr><td colspan="3" align="center" style="font-size:2em">RPI Record Sheet</td></tr>
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Seen by HT (initials):	Date:	**Log Number:**

Child's Name:	Class:	Date:
	Time:	Length of RPI:

Place/Activity:
Staff Involved:
Witnesses:

Reason for RPI: to prevent a pupil from doing or continuing to do;

Committing a criminal offense		Damage to property (including their own)	
Injury to self or others		Prejudicial to the maintenance of good order and discipline	

DE-ESCALATION:(Tick any strategies you used)

Verbal advice and support		Diversion		Time out - offered	
Firm clear directions		Reassurance		Time out - directed	
Negotiation		Tactical ignoring		Reminder of consequences	
Limited choices		Prompt touch		Reminders of success	
Distraction		Take-up time		Others:	

Description of the incident following de-escalation:

PHYSICAL INTERVENTION STRATEGIES:(Tick any strategies which you used)

Shepherd/steering		Half shield	
Help hug/sideways hug		Friendly escort (Two person)	
Cradle Hold		Single elbow (Two person)	
~~T wrap~~		Figure of four (Two person)	
~~Sitting T-wrap~~		Double-elbow (Two person)	
Double-elbow		Sitting friendly escort (Two person)	
Sitting double-elbow		Others (specify):	

Child checked for injuries by First Aider? Y **N**	Injury to Staff? Y **N**
Name of first aider:	Name of Staff injured:
Injury sustained:	Type of Injury:
Treatment given (if applicable)	Treatment given (if applicable)
Damage to property? Y **N**	Describe Damage:
Damage reported to:	

Follow up to incident:		
Time out	**Returned to class following a period of time out**	Completed missed work
SENCO informed	**Debrief with child**	Other
Parents informed by(tick one):		
Phone call	Letter	Face to face

Other relevant paperwork completed/updated (tick applicable):			
CPOMS Entry - Y		**Behaviour Monitoring Sheet**	Other:
First Aid Log		**Restorative conversations record**	

Staff signature(s):	Date: