



Lightcliffe C of E Primary School **Policies & Procedures**

Positive Behaviour Policy

Approved on	20.11.25 (*updated 20.02.26)
Approved by	Local Governing Board
Last reviewed on	10.11.25
Next review due	01.09.26

*Updated section 5. Consequences, and a more detailed Behaviour Levels and Actions table in Appendix 2.

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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:

Ready
Respectful
Safe

We expect adults to be:

Kind
Positive
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 children who continue not to follow the school rules or where more serious behaviour is displayed. The school uses **Behaviour Levels** (Level 1-5) to describe the type and seriousness of behaviours with linked actions and consequences. These are detailed in **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, such as swearing, fighting, bullying, discriminatory language or refusal to co-operate, are identified within **Levels 3 and 4, and Level 5** in extreme cases, of the Behaviour Levels in Appendix 2, and will be dealt with promptly by staff and the Senior Leadership Team.

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:

Ready
Respectful
Safe

Adults at Lightcliffe are:

Kind
Positive
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

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

Behaviour Levels and Actions

Level 1 – Low level disruption	
Behaviours	Linked Actions and Consequences
<ul style="list-style-type: none"> - Talking over an adult or others - Calling out - Interfering with others' work or equipment - Off-tasks behaviour / minor distraction - Not following a clear instruction - Minor unkindness (one-off) 	<p>Step 1: Reminder 1: Restate expectations (Ready, Respectful, Safe)</p> <p>Step 2: Reminder 2: Clear explanation of behaviour change needed</p> <p>Step 3: Reset time owed: 2 minutes owed at playtime; unfinished work completed; brief restorative conversation</p>
Level 2 – Persistent or more disruptive behaviour	
Behaviours	Linked Actions and Consequences
<ul style="list-style-type: none"> - Repeated Level 1 behaviours - Defiance or refusal to follow instructions - Deliberate or repeated low-level physical actions (e.g., tapping, poking) - Low level physical or verbal response to provocation - Inappropriate language within earshot of staff or pupils - Repeated unsafe play - Disruption of the lesson so others cannot concentrate 	<p>Thinking Time:</p> <ul style="list-style-type: none"> - Short supervised time in another class or space if disruption of learning, with work completed or sent home - Parents informed as appropriate by class teacher - Record of behaviour made by staff involved as needed - Restorative conversation on return - 10 minutes supervised loss off playtime, inside or outside stood with the adult, to include a reflective and restorative conversation
Level 3 – Serious behaviour	
Behaviours	Linked Actions and Consequences
<ul style="list-style-type: none"> - Persistent refusal or escalation after Level 2 - Significant physical or verbal confrontation or response to antagonism - Deliberate harm to another pupil - Deliberate damage to property - Leaving the classroom without permission - Serious unsafe behaviour - Repeated inappropriate language 	<p>Reflective and Restorative Meeting:</p> <ul style="list-style-type: none"> - With teacher and Phase Leader/SLT - Parents informed by SLT - Record of behaviour made by staff involved - Playtime/lunchtime lost - Temporary removal from class if needed - Restorative work completed before reintegration
Level 4 – Very serious or unsafe behaviour	
Behaviours	Linked Actions and Consequences
<ul style="list-style-type: none"> - Aggressive physical behaviour or assault - Behaviour that risks significant harm to self or others - Aggressive or threatening language - High-risk unsafe actions - Intentional discriminatory comments - Serious damage to property - Unprovoked confrontational or threatening behaviour - Leaving school site without permission - Malicious allegations against staff - Continuation of Level 3 despite support 	<ul style="list-style-type: none"> - Immediate removal from class to SLT - No social time for at least 1 day - SLT meeting with parents - Behaviour Plan or Pastoral Support Plan - Record of behaviour made - Reflective and restorative process before return - Possible fixed-term suspension
Level 5 – Extreme or exceptional behaviour	
Behaviours	Linked Consequences
<ul style="list-style-type: none"> - Deliberate or premeditated serious physical assault - Behaviour placing others at very serious risk of harm - Possession of a weapon - Possession of illegal or harmful substances 	<ul style="list-style-type: none"> - Record of behaviour made - Headteachers consult CEO and Chair of Governors - Possible extension of suspension - Permanent exclusion considered

Time out	<u>Returned to class following a period of time out</u>	Completed missed work
SENCO informed	<u>Debrief with child</u>	Other
Parents informed by(tick one):		
<u>Phone call</u>	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:
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