PRIOR HEATH INFANT SCHOOL
POLICY AND PROCEDURES STATEMENT

TITLE: POSITIVE BEHAVIOUR POLICY **DATE: September 2026**
REVIEW: September 2027

APPROVED/MONITORED BY: Attendance & Behaviour designated governor
AGREED BY: Whole school staff and Governors

Introduction

Prior Heath Infant School is a very happy and friendly school in which to learn. We provide a safe and positive learning environment within which children are taught how to understand and express their feelings and respect those of others. We aim to build a community based on partnership with parents, children, staff, governors and the wider community. There is a high expectation of behaviour in all aspects of the school day. The needs and abilities of individual children are carefully considered by our highly experienced staff and well-being is at the centre of our decision making. Our Positive Behaviour Policy is underpinned by our school values of **teamwork**, **responsibility**, **kindness**, **perseverance** and **independence** and our three school rules which are as follows:

1. **Listen** – we always listen to others when they are speaking.
2. **Keep safe** – we make appropriate behaviour choices to keep ourselves and others safe.
3. **Show respect** – we are respectful of one another and of our environment.

Our school values and rules are explicitly taught in lessons, assemblies and used as common language across the school when rewarding and promoting positive behaviour, and also in conversations around unwanted behaviour.

Developing and Communicating the policy

The Headteacher has the legal responsibility for determining the appropriate disciplinary measures. The Positive Behaviour Policy will be accessible to all parents and staff and children will have the relevant information shared with them in an age-appropriate way.

Relationships

At Prior Heath Infant School, we believe that excellent behaviour is established through:

- Secure relationships built on mutual respect.
- Clearly defined rules and routines.
- Excellent teaching and learning that meets the needs of all learners.
- Relevant rewards for desirable behaviours.
- Building positive relationships within the school community.

To create a culture of excellent behaviour, all adults will:

- Model consistent and calm behaviour.
- Explicitly teach learning behaviours through our school values.
- Positively reinforce behavioural expectations.
- Promote the use of restorative behaviour approaches.

Promoting and Rewarding Positive Behaviour

Behaviours that are driven by internal rewards such as enjoyment, curiosity, love of learning, and personal satisfaction are more likely to motivate and engage children in their learning. This contrasts with extrinsic motivation, which involves engaging in a behaviour in order to earn external rewards. At Prior Heath Infant School, we recognise the importance of acknowledging and rewarding positive behaviours, whilst still nurturing the ability to demonstrate intrinsic motivation, as this leads to children wanting to improve and deepen their own knowledge. When children are intrinsically motivated, their learning is empowered in the long term. The result is a sense of satisfaction but also a quest to learn more which is powerfully driven from within the child and is not confined by extrinsic motivators.

We recognise the exemplary behaviour displayed by our children. Therefore, in order to ensure that children are intrinsically motivated, rewards and praise are selected carefully and appropriately to ensure high expectations are maintained. Rewards used include:

- Verbal praise and acknowledgement.
- Whole class rewards e.g. extra time on the adventure play equipment, a den building session etc.
- Golden stickers – awarded by the Headteacher for notable achievements.
- Values certificates awarded in the weekly celebration assembly (KS1) and in class (Year R).
- Subject specific awards e.g. sports star stickers.
- Positive emails or phone calls home.

Behaviour intervention strategies and consequences

At Prior Heath Infant School, we always try to create a positive learning environment, however we recognise that sometimes there will need to be provision and consequences. In all disciplinary actions, it is essential for the child to understand that it is the behaviour that is unacceptable and not the child as a person. Any sanction given, must be in proportion to the behaviour and must be reasonable, considering the child's age, any SEND they may have, their life experiences (including trauma and / or ACEs), their mental wellbeing, safeguarding issues and any religious requirements affecting them.

We use a restorative approach which provides a framework of values, thinking and language to promote relationship building in a proactive way. We aim to help children take responsibility for their actions, and repair harm and damage caused in particular situations. Our approach includes everyone in the incident helping to resolve conflict. In order to help children to understand the impact of their behaviours, we will offer them a voice and choice in their decisions and highlight the importance of building and restoring relationships through conversations, at every opportunity throughout the school day. Restorative questions and language to be used by all staff will include:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to put things right?
- How do you feel now?

A behaviour reflection visual tool (see Appendix 1) will be displayed in every classroom, on staff lanyards and outside in the playground for children and staff to refer to.

When unexpected behaviour occurs, staff will use the following strategies, whilst also drawing upon their knowledge of the SEND and provision of individuals:

Behaviour	**Strategies**
Step 1 The child is beginning to show signs of dysregulation. Low level disruption is occurring e.g. talking when another child or adult is talking, distracting others, early signs of refusal to complete learning tasks or follow instructions.	• A visual prompt, standing near the child, reminder of the appropriate school value or rule, praise children nearby. • Verbal request 'name.' Please can you… (insert desired behaviour). Praise other children demonstrating desired behaviour. • Use the 5-point scale (individual or class) to aid conversation. • Use, a 'something else' card and / or class work station.
Step 2 The child is beginning to further dysregulate e.g. they are refusing to comply with a request, disrupting the learning of others, demonstrating an emotional response, using their behaviour to communicate their wants and / or needs.	• The child has time to regulate using individualised strategies e.g. time in the calm corner, time outside, a physical task, an organisational task, use of a distraction technique. • A change of adult may be implemented. • Once regulated, the child reflects with an adult using the behaviour reflection tool and / or a comic strip. • Use the 5-point scale (individual or class) to aid conversation.
Step 3 The child is exhibiting unsafe behaviours and loss of self-control e.g. removing themselves away from adult supervision, inappropriate physical behaviour targeted towards others or school property.	• A member of the SLT is called upon to assist. • The space is made safe. This may include moving other children as appropriate. • The child is given space and time to regulate using individualised strategies e.g. time in the calm corner, time outside, physical task, an organisational task, use of a distraction technique. • Once regulated, the child reflects with an adult using the behaviour reflection tool and a comic strip. • All step 3 incidents are logged using CPOMS. • Parents are informed. • If the behaviour is not a one-off incident or is deemed serious enough, the class teacher will create an individual behaviour plan in discussion with a member of the SLT. A meeting with parents is arranged to discuss the behaviour plan and for parents to agree the action points. • Subsequent meetings are arranged to monitor the effectiveness of the plan. Class teacher reviews the plan and contributes to parental meetings. • If necessary, external support agencies are involved.
Step 4 The child is unable to regulate and is displaying high risk behaviours.	The Headteacher or a member of the SLT (in the absence of the Headteacher) will decide a consequence in proportion to the behaviour which can include: • Lunchtime reflection. • Internal seclusion.

	• Use of reasonable use / positive touch in accordance with school policy? Recorded in line with school policy. • Suspension. • Re-engagement meeting with parents. Behaviour plan reviewed and amended as appropriate.
Step 5 The child is demonstrating a high risk to themselves and / or others and / or significant damage to school property or resources.	• Use of reasonable use / positive touch in accordance with school policy? Recorded in line with school policy. • Suspension. • Permanent exclusion (in accordance with the School's Exclusion Policy and Surrey Exclusions Guidance).

Racism

Racism is not tolerated at Prior Heath Infant School. Any racist incident is recorded on CPOMS and reviewed by the Headteacher or a member of the SLT. Relevant parents will be informed. The school has a responsibility to report racist comments/incidents to the Local Authority.

Bullying

Preventive measures are put in place through explicit teaching, assemblies and through our PSHE curriculum. Behaviour incidents are closely monitored and analysed to ensure that the right support is put in place for individual children.

Inclusion

At Prior Heath Infant School, we understand that children join our community with various life experiences and individual needs and we therefore recognise that some children may need an individualised approach to behaviour. When acute needs are identified we will liaise with a child's parents and with appropriate external support agencies.

Responsibilities

Legal Guidance and Responsibilities

The Department for Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2016)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

The Headteacher will:

- Implement the Positive Behaviour Policy, reinforcing the need for consistency throughout the school.
- Be ultimately responsible and accountable for behaviour throughout the school.
- Report to governors regarding the effectiveness of the policy.
- Meet with parents/carers of children who challenge the Positive Behaviour Policy.
- Support staff when dealing with challenging behaviour and the law.
- Ensure the health and safety and welfare of all children.
- Praise and encourage positive behaviour through celebration assembly and rewards.
- Ensuring that the correct reporting and recording procedures are followed.

Staff will:

- Provide a broad and balanced curriculum.

- Use a 5-point scale to support children in recognising and managing their emotions and feelings.
- Plan engaging lessons with appropriate variation and scaffolding, to challenge and meet the needs of all children.
- Make sure children are listened to and feel valued.
- Be a positive role model and consistently demonstrate the school values.
- Use appropriate de-escalation strategies to address unexpected behaviour.
- Use the restorative approach questions and comic strips to address behaviour incidents with the children.
- Support children with the language and vocabulary they need to communicate their wants and needs and develop their interpersonal skills
- Reward and praise positive behaviour using the school systems.
- Inform parents/carers about the welfare and behaviour of their children.
- Monitor behaviour and be proactive in implementing strategies to support positive behaviour choices for the children and look for what behaviours are communicating.
- Seek behaviour support from the SEND Manager and / or SENDCO where appropriate and work in partnership to ensure that all individual behaviour plans and EHCP recommendations are followed.
- Follow the Positive Behaviour Policy consistently and record behaviour incidents or concerns using CPOMS.
- Record step 5 incidents using the correct proformas (appendix 2).

Parents will:

- Support the actions of the school in line with the Positive Behaviour Policy and the Home/School Agreement so that children receive consistent messages about behaviour expectations at school.

Children will:

- Follow the 3 school rules:
  - Listen
  - Keep safe
  - Show respect
- Learn to take responsibility for own actions and their impact on others.
- Learn to use the 5-point scale to recognise and manage their own feelings and emotions.
- Show respect to others.
- Learn to empathise with the feelings of others.
- With adult support, reflect on their behaviour using the restorative approach questions and a comic strip.
- Demonstrate our school value of ‘teamwork’ by learning to co-operate with others.

The Governing Body will:

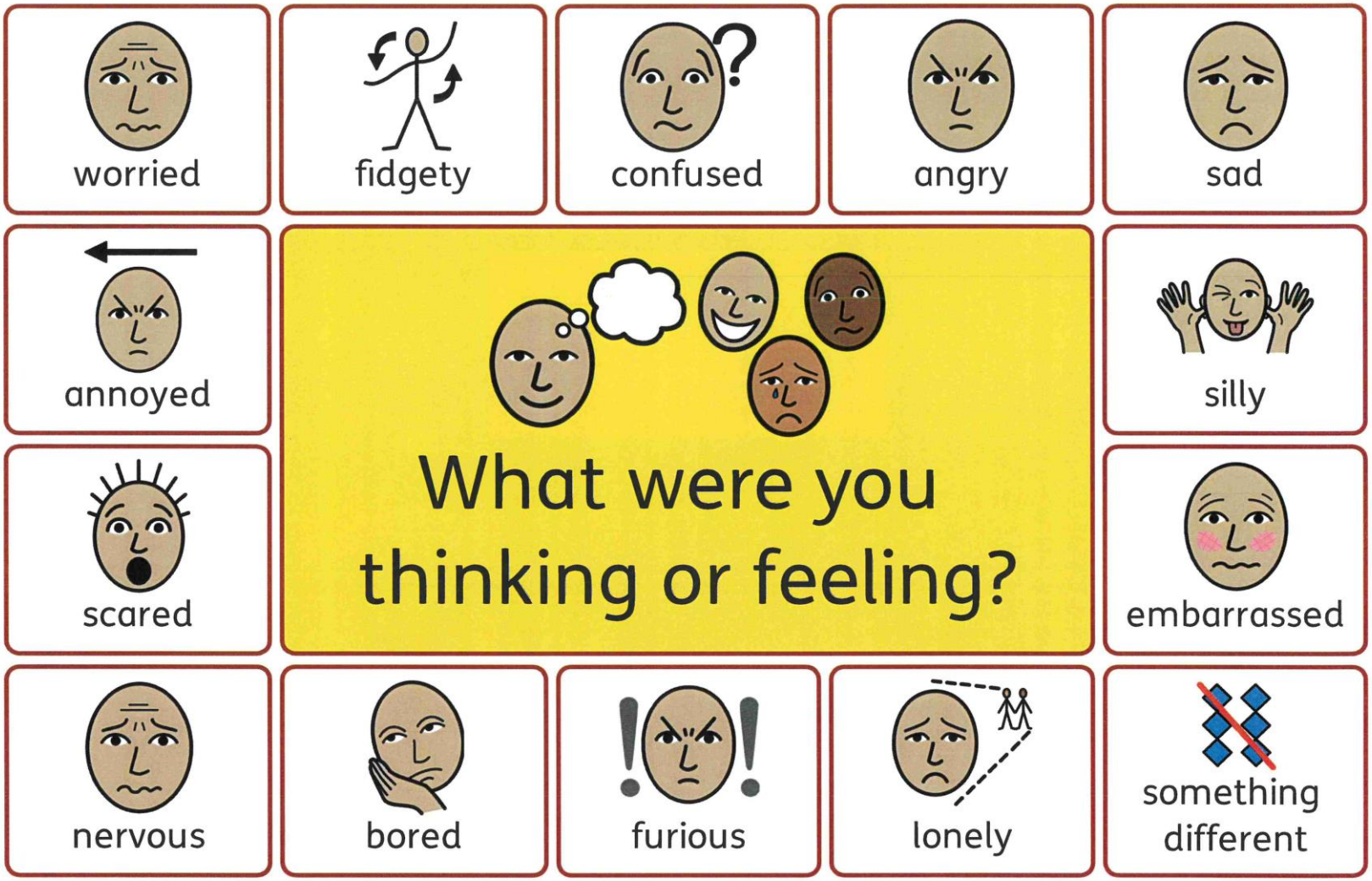
- Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues.
- Know the school’s Positive Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.
- Know the reporting and recording requirements related to behaviour.

This policy should be read in conjunction with:

- The DfE Suspension and Permanent Exclusions Guidance https://www.gov.uk/government/publications/school-exclusion
- The Intimate / Personal Care Policy.
- Complaints Policy.
- KCSIE 2026.

Appendix 1


broke something
scribbled on something
hurt an adult
hurt a child
being unsafe
took my clothes off
?
What happened?
not being respectful
using bad words
*#@}&!
being disruptive
not listening to instructions
threw something
ran off
tore up work
something different


worried
fidgety
confused
angry
sad
annoyed
What were you thinking or feeling?
silly
scared
embarrassed
nervous
bored
furious
lonely
something different


me
a friend
a teacher
my class
my mum
my dad
Who has been affected?
other children
my family
my sibling
people in the community
animals
everyone
another adult
someone else


make a card
write a letter
talk to someone
say sorry
fix something
have thinking time
What needs to happen to put things right?
tidy up
make a change
clean something
1
2
3
make a plan
practice
finish my work
hug
something different


sad
sorry
guilty
annoyed
embarrassed
worried
How do you feel now?
nervous
hungry
tired
unsure
calm
better
okay
something different