Positive Behaviour Policy

William Cobbett Primary School

explore, learn, achieve

Approved by: Full Governing Body **Adopted:** May 2023

Last reviewed on: October 2026

Next review due: **July** 2028

Positive Behaviour Policy

Based on "When the Adults Change, Everything Changes" by Paul Dix

Our school community believes that:

- Every child has the right to learn undisturbed by disruptive behaviour.
- Every teacher has the right to teach free from disruptive behaviour.
- Everyone has the right to be safe.

1. Aims

This policy promotes a positive and proactive approach to behaviour management. It aims to:

- Create a safe, respectful, and inclusive learning environment for all.
- Clearly define expectations for positive behaviour.
- Foster positive relationships and a sense of community.
- Empower students to take responsibility for their actions.
- Provide support for students who struggle with behaviour.

2. Key Principles

- **Positive Relationships:** Building strong, trusting relationships between staff and students is crucial. Staff will use consistent, calm communication and positive reinforcement to foster these relationships.
- **Clear Expectations:** The William Cobbett Way (pupil code of conduct) will be explicitly taught and reinforced. Students will understand the rationale behind expectations and their role in creating a positive learning environment.
- **Proactive Strategies:** The school environment will be designed to encourage positive behaviour. This includes:
    - Well-organized classrooms with engaging learning activities.
    - Predictable routines and transitions.
    - A focus on emotional well-being and social skills development.
- **Restorative Approaches:** When challenging behaviour occurs, the focus will be on repairing harm, understanding the reasons behind the behaviour, and finding solutions together.

3. Roles and Responsibilities

- **Staff:** Will model positive behaviour, build relationships with students, communicate expectations clearly, and respond consistently to behaviour. Staff will use a range of strategies to support positive behaviour, including proactive classroom management, de-escalation techniques, and restorative conversations.
- **Pupils:** Are expected to follow the William Cobbett Way, respect others, and take responsibility for their actions. They will be actively involved in creating a positive school climate.
- **Parents:** Will support their child in adhering to the William Cobbett Way and partner with the school to address any behavioural concerns.

- **The governing body:** The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- **The Headteacher:** The Headteacher is responsible for reviewing and approving this behaviour policy and will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4. Positive Behaviour Support

- **Rewards and Recognition:** Positive behaviour will be regularly acknowledged and rewarded through house points, praise, and other forms of recognition, including postcards home, 'Half-term Hero awards', phonecalls and emails.
- **Support for Challenging Behaviour:** Students who struggle with behaviour will receive support tailored to their needs. This may include:
    - Individualised plans and interventions, behaviour contracts.
    - Collaboration with parents and external agencies.
    - Access to the school's pastoral team (e.g., Home School Link Worker, ELSA).

5. Monitoring and Review

This policy will be reviewed bi-annually and will be used to inform staff training and development.

This Positive Behaviour Policy is informed by:

- "When the Adults Change, Everything Changes" by Paul Dix
- The Equality Act 2010
- DfE guidance on behaviour management

Note: This revised policy emphasises a positive approach to behaviour management. It focuses on building relationships, clear expectations, and proactive support. The language is strengths-based, and the overall message is one of collaboration and shared responsibility for creating a positive and successful learning environment.

6. Behaviour management

6.1 Classroom management

All teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and around the school.

We expect staff to ensure they consider the below:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Display the whole school expectations within their classroom – The William Cobbett Way
- Planning the lesson appropriately to support all learners
- Communicating any concerns around current or previous behaviour to parents / carers via phone call, letter/email exchange or meeting
- Asking for support and guidance from their phase lead in the first instance, followed by Assistant Heads, Deputy Head and Headteacher should things not improve.
- Asking for support and guidance from the pastoral team – Home School Link Worker, ELSA
- Deploying other adults in the room appropriately and effectively
- Using any SEND (Special Educational Needs and Disabilities) / PP information/plans to support pupils
- Updating the class seating plan to be proactive to any issues arising

- Speaking to pupils in a personalised way (one to one discussion) either prior to or during the lesson / in corridor
- Using targeted encouragement and praise

6.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Never be used as a form of punishment
- Follow the Local Authorities Touch and Use of Restrictive Physical Intervention approach

6.3 Pupil support

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

The school's special educational needs co-ordinator (Inclusion Lead) will evaluate a pupil who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met. To do this we utilise the Boxall Profile, amongst other tools as part of our Nurture UK training.

Where necessary, support and advice will also be sought from specialist teachers within Surrey (STIPs - Specialist Teachers for Inclusive Practice team), an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

To support improvement in pupils' behaviour, a structured approach is in place and follows the flow chart displayed on the next page. This aims to involve parents at all stages and give opportunities for partnership working to improve things for individuals.

11. Links with other policies

This behaviour policy is linked to the following policies:

- The William Cobbett Way (Home School Agreement)
- Suspension and Exclusions Policy
- Safeguarding policy
- Acceptable use policy
- SEND policy
- Anti-Bullying policy

Version Number	Purpose / Change	Author	Date
1.0	N/A	Andrew Stear, Headteacher	May 2023
2.0	Update to process for recording incidents, positive behaviours, and communicating with parents	Andrew Stear, Headteacher	July 2024
3.0	Separation of suspension/ exclusion to a new policy. Positive Behaviour Approach focus	Andrew Stear, Headteacher	December 2024

Appendix 1: The William Cobbett Way

What we permit and promote	What we don't accept
Kindness and empathy	Swearing – at any time, for any reason
Perseverance and independence	Violence – towards children or adults
Every mistake is a learning opportunity	Any refusal to accept consequences for your actions
To be curious	Leaving the classroom or school site without permission
Honesty	Breaking or throwing things
Respect	Taking things that aren't yours to take
Ready to learn	Rudeness towards staff and peers
Resilience	Disruption of learning
Emotional awareness and regulation with strategies	Refusal to do work
Good manners/politeness	Shouting out during lessons
Being a responsible member of the school	Rough play (ie pushing, pretend fighting, deliberate foul play etc)

The purpose of the William Cobbett Way is to provide clarity about what our standards are at William Cobbett Primary School, to ensure all children can learn, adults can teach, and everyone is safe and happy.

Orange/Amber behaviours result in a consequence, which may include some missed playtime, lunchtime or a loss of privileges. Parents will be notified about any orange behaviours. Should these become persistent, the pupil support flowchart will be followed.

Red behaviours: result in a more serious consequence, which may include a lunchtime or after school detention, a suspension, or if a persistent serious breach of the School Behaviour Policy, a permanent exclusion. Parents are expected to attend a meeting to discuss the behaviour's being shown and to discuss how we can improve things together.