



Great schools at the heart
of our community

Positive Behaviour Policy

Adopted by the Local Governing Bodies of
New Road Primary and Nursery School and
Park Lane Primary and Nursery School
on 18th and 25th November 2025

Policy reference:

This policy is to be reviewed:

Annually

The next review date is:

November 2026

Review is the responsibility of:

The Local Governing Bodies of New
Road Primary and Nursery School and
Park Lane Primary and Nursery School

Review History

Review ratified:

7th May 2024 (Park Lane) and
14th May 2024 (New Road)

Review ratified:

18th November 2025 (New Road) and
25th November 2025 (Park Lane)

Review ratified:

Authorised by:

Local Governing Bodies

Behaviour Policy

The school's motto is 'Expect the Best'. We expect the very best of each other, of every child, of everyone!

Philosophy

We believe that every member of the school community should feel valued and respected, and that each person should be treated fairly and well. The school values are built on mutual trust and respect for all. We believe in rewarding good behaviour, as we believe that this will develop an ethos of kindness and co-operation.

We believe all children have the right to feel safe, to be respected and be ready to learn. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Purposes

- To promote good relationships, so that people can work together with the common purpose of helping everyone feel safe, respected, and ready to learn.
- To treat all children fairly and apply this behaviour policy in a consistent way.
- To help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To support our most vulnerable pupils by fully understanding and meeting their needs so that any form of exclusion truly is a last resort.

Rewards

Good behaviour is recognised and rewarded in the following ways:

- Staff congratulate and praise children.
- Staff give points using Trackit.
- Staff award 'Green Zone' stickers to children for consistently being in Green Zone.
- Teachers and other school staff give children a variety stickers and stars as a token of their appreciation.
- Children receive Certificates of Achievement and other certificates in the school assembly for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Exceptionally well behaved children and children who have made a concerted effort to improve their behaviour are invited to a half termly Headteacher's Tea Party.
- Pupils on Behaviour Change Plans (BCP's) will be working towards specific rewards from school and home.

Expectations of Pupils

The school expects all pupils to be Ready, Safe, Respectful and to Work Hard at all times. These expectations are frequently referred to in class and assemblies by all staff as the 'Green Learning Zone'.

They also displayed in the classrooms and printed on the lanyards worn by all staff.

Expectations of Staff

All members of staff are expected to adhere to the school's code of conduct and be highly professional and calm at all times, especially when working with a pupil whose behaviour is difficult or dangerous.

Staff are expected to refer to the Learning Zones and remind pupils of our expectations and request that the child 'Fix it quick!' if they are not in Green Zone. Staff should encourage children to use a range of self-

regulation, self-calming activities to refocus, be calm, and be in the 'right frame of mind' to meet our high expectations.

Supporting pupils to meet the school's expectations

The school uses 'Learning Zones' to remind pupils of what is expected (see appendix). These are clearly displayed in all classrooms. When a child is not ready, listening or learning they will be asked to 'Fix it Quick' because their behaviour is no longer in the Green Zone, it is now described as Amber! When a child's behaviour is in the Amber Zone a **REMINDER** will be given.

If a child continues to 'misbehave' a **WARNING** will be given and a clear consequence will be referred to. For example, you are not listening, this is a warning, if you continue you will finish your work at playtime.

If the child ignores the warning the **CONSEQUENCE** will be given.

Minor incidents will be dealt with within the classroom or playground in this way, by reminding the child of expectation that has not been met. A 'natural' consequence will be put in place that encourages the child to behave positively and to understand the impact their actions have on other people. For example, apologising to a fellow pupil because they pushed in front of them or taking the time to be calm after an argument with another pupil.

Playground incidents are logged by the lead teaching assistant on duty; lunchtime incidents are logged by lunchtime supervisors and passed on to a senior leader. The school uses Trackit to log behaviour incidents.

The overwhelming majority of pupils are able to meet the school's expectations and respond positively to a reminder and the opportunity to reflect and 'correct' their behaviour.

Supporting pupils who find it difficult to meet the school's expectations

A child's behaviour may be more serious and this is described as being in the Red Zone. When a child's behaviour is in Red Zone, it is deemed as being either unsafe, highly disrespectful, highly disruptive, and prevents the teacher from teaching and the children from learning.

If a child is in Red Zone, they will be reminded of our expectations, warned and a consequence will be issued if the behaviour continues.

Parents will be informed, a senior leader will be involved and the child will be required to attend a Reflection at lunchtime to analyse their behaviour with a senior leader and to consider how to avoid it happening again.

We recognise that a very small number of children will find our school's behaviour approach very difficult to follow because of special educational need such as autism or having experienced significant trauma.

For this group of children, we have the same high expectations, but we will use a slightly different approach tailored to meet their specific needs:

1. A Behaviour Change Plan and Behaviour Contract will be written in conjunction with the pupil and their parents/carers.
2. The plan is informed by a number of analytical tools: Root and Fruits, Anxiety Mapping, Subconscious and Conscious Behaviour Analysis.
3. The detailed analysis phase may take a couple of weeks to complete but the resulting support plan will be highly effective.
4. Educational and protective consequences will be planned on a case-by-case basis (see below, table 1 Educational and Protective Consequences).
5. In the event that the support plan fails, it will be revised and amended until it successfully meets the needs of the pupil, or the risk of harm becomes unacceptably high and a managed move or permanent

exclusion is required. In addition, external agencies such as educational psychologists will ordinarily be invited to provide advice and support.

Supporting pupils who present dangerous behaviour: withdrawal from classroom and temporary reduced timetables

1. If a pupil behaves in a way that harms themselves or another person, the Behaviour Change Plan will be written and implemented to manage the level of risk; this may involve the planned use of physical intervention. All planned physical intervention by staff will meet the guidelines of the most current training provider and the Trust's Physical Intervention Policy.
2. The school may also withdraw a pupil from the classroom until their behaviour is safer. Temporary Reduced Timetables may also be used to support the child and family at a time of acute crisis.
3. The school may also recommend that an approved Alternative Provision Provider as a suitable place of education.

Persistently Dangerous and Difficult Behaviour

In the event that the school is unable to effectively support a pupil, with the use of withdraw and temporary reduced timetables, it may be necessary for the headteacher to issue a fixed term suspension or permanent exclusion (please see the most recent version of the Department for Education's Exclusion Guidance and Cambridgeshire County Council's Exclusion Guidance).

The governing body has a discipline committee which can consider any exclusion appeals on behalf of a parent/carer.

This policy will support the school in being pro-active in promoting equality, inclusion and diversity for all its stakeholders.

Table 1: Educational and Protective Consequences

| | Level of Behaviour | Examples | Potential Consequences |
|---|---|---|---|
| 1 | Low level difficult behaviour in a lesson Low level difficult behaviour at lunch or playtime | Talking when teacher is talking Shouting at a friend about the rules of a game | Remind pupil verbally about being Ready, Safe and Respectful. Pupil given opportunity to apologise/ make a mends. A brief record is made using Trackit. |
| 2 | Continued low level difficult behaviour in a lesson Continued low level difficult behaviour at lunch or playtime | Above behaviours frequently continue despite use of reminders. | A reflection will be issued, this will require the child to sit with a member of senior staff and reflect on their behaviour during part of their lunchtime. Informal support discussion involving parents and a senior leader to explore why and how best to 'support the pupil with agreed consequences. Before parents and leaders are involved it may be necessary for a member of staff to apply an immediate protective or educational consequence such as completing work in an adjacent classroom or missing part playtime/lunchtime. |

| | | | |
|---|---|---|---|
| | | | <p>A Behaviour Change Plan and Behaviour Contract may be necessary.</p> <p>A detailed record is kept using Trackit or My Concern .</p> |
| 3 | Refusal to cooperate | Refusing to follow instructions, resulting in a lesson being disrupted. | <p>De-escalate and calm the situation if 'making a choice' doesn't work.</p> <p>When pupil is calm –debrief to understand why – decide if a plan is required to avoid future occurrences. Parents/carers informed.</p> <p>Consider if there is an emerging pattern of behaviour: Roots and Fruits, Subconscious / Conscious Analysis and Anxiety Mapping will need to be completed and protective consequences put in place - separate play times for example.</p> <p>A Behaviour Change Plan and Behaviour Contract may be necessary.</p> <p>A detailed record is kept using Trackit or My Concern.</p> <p>A reflection will be issued, this will require the child to sit with a member of senior staff and reflect on their behaviour during part of their lunchtime.</p> |
| 4 | Verbal or physical abuse directed at child or staff member | Hitting, swearing etc | <p>Analyse – is it a one off or an emerging pattern of behaviour. What actual harm has been done?</p> <p>Why did it happen? Consider what a fitting consequence is, so that the victim feels supported and the perpetrator can learn to behave differently.</p> <p>Consider if there is an emerging pattern of behaviour: Roots and Fruits, Subconscious / Conscious Analysis and Anxiety Mapping will need to be completed and protective consequences put in place - separate play times for example.</p> <p>A Behaviour Change Plan and Behaviour Contract may be necessary.</p> <p>A detailed record is kept using Trackit or My Concern.</p> <p>A reflection will be issued, this will require the child to sit with a member of senior staff and reflect on their behaviour during part of their lunchtime.</p> |
| 5 | Frequent difficult/ dangerous behaviour resulting in a high level or risk and /or significant disruption to the smooth running of the school. | Repeatedly hitting pupils/staff at the school. | <p>Local Authority and Trust CEO to be informed. Suspension to be considered if the school does not have the capacity to lower the risk of harm to pupils/staff or the child.</p> |

Learning

Zones

EXPECT THE BEST

Green Zone

Ready

Safe

Respectful

Working hard

BE PROUD!

Amber Zone

Not ready

Not listening

Not learning

FIX IT QUICK!

Red Zone

Not safe

Not respectful

Teacher can't teach

Friends can't learn

FIX IT QUICK

HELP NEEDED!

TIME TO REFLECT

1. Reminder 2. Warning 3. Consequence

| Teacher toolkit: | | | | |
|------------------|--|--|--|--|
| | This is what I'm doing | This is how I'm feeling | Tools to help me: | |
| Green | <ul style="list-style-type: none"> - I am listening to the teacher. - I am trying my best. - I have completed my work and taken pride in the way it looks. - I am working well with others. - I am proud of myself today. - I am expecting the best from me and everyone around me. - I am being respectful - I am being safe - I am showing my teacher I am ready to learn. - I am being kind | <ul style="list-style-type: none"> - Happy - Proud - Engaged - Focused - Ready to learn | <ul style="list-style-type: none"> - Drink water - Have enough sleep - Have a movement break - Ask questions to help you - Use three before me for support. - Having your equipment ready. - Remembering learning from previous lessons. | |
| Yellow | <ul style="list-style-type: none"> - I am not concentrating - I am staring out of the window - I am tapping my pencil or ruler - I am swinging on my chair - I am talking when I should be listening - I am not being a team player. - I am not completing my work. | <ul style="list-style-type: none"> - Tired - Bored - Sad - Upset | <ul style="list-style-type: none"> - Talk to an adult - A problem shared is a problem halved. - Stretch - Take a walk - Share ideas - Tap your legs quietly with your fingertips. - Finger tracing. - Lift your feet up and down quietly underneath your desk. | |
| Red | <ul style="list-style-type: none"> - I am shouting out in class - I am walking around in class - I am stopping myself and others from learning - I am refusing to work - I am hurting others | <ul style="list-style-type: none"> - Angry - Scared - Frustrated - Out of control | <ul style="list-style-type: none"> - Take some deep breaths - Count to 10 - Ask for a break and move to your safe space. - Go for a walk around school with an adult. - Draw how you are feeling/ create a comic strip to share | |

| | | | | |
|--|--|--|-----------------------------------|--|
| | <ul style="list-style-type: none">- I am shouting at others- I am using bad words | | with an adult when you are ready. | |
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