



Stelling Minnis CE Primary School

Positive Behaviour Policy

Stelling Minnis Church of England Primary School is committed to offering a primary education of the highest quality to each child. The school deliberately sets out to create the right environment for all pupils, to allow them to develop in the way and at the pace appropriate to them. As a controlled Church of England School, we provide a secure, happy and stimulating learning environment where Christian faith leads our way. We aim to foster a true and lifelong desire to learn by presenting children with a wide and challenging curriculum set firmly within the guiding principles of Christian values, which we teach and model through all aspects of school life. Our specific Christian values are Love, Respect and Perseverance.

Ratified: May 2025

Review: May 2026

1. Positive Behaviour Mission Statement

At Stelling Minnis CE Primary School, we expect all pupils to strive to become shining stars and expect our staff to support the children to achieve this with positive working relationships. As a Christian school, our values of Compassion, Courage and Curiosity are modelled, shared and celebrated throughout daily life at school.

We adopt a positive and proactive approach to the social and emotional wellbeing for our whole school community. Wellbeing is key to a sense of regulation which enables our children to learn effectively and live well. We teach students the skills of resilience and self-regulation in order that they may become caring citizens and excellent role models for others.

We have high expectations for behaviours in school through continuous positive regard and use a person-centred approach to enable all to thrive.

'But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.'

Paul Dix

When the Adults change, Everything changes.

2. We aim to:

- Build a Christian community based on Compassion, Courage and Curiosity
- Recognise that all behaviour is communication
- Create a culture of exceptionally good behaviour: for learning, for community, for life
- Ensure that all adults and learners are treated fairly and show respect
- Help learners regulate their behaviour and be responsible for the consequences of it
- Celebrate behaviour that is positive rather than giving too much attention to negative conduct
- Establish a shared understanding of school and class rules and expectations
- Establish clear boundaries and communicate them with all stakeholders
- Improve community cohesion through improved relationships
- Include parents in celebrating success and when expectations fall short

3. Expectations of all Adults

- Acknowledge each and every child positively with unconditional positive regard
- Model positive behaviours and build relationships

- Plan lessons that engage, challenge and support to meet the needs of all learners
- Praise at every opportunity: use our class and school reward systems as appropriate
- Engage with all learners according to the school's expectations
- Understand that children are learning about themselves and their choices, and that supporting behaviour is a key part of our role
- Focus on prevention and de-escalation strategies rather than sanctions
- Be calm at all times and allow take up time for the children
- Manage 'amber' behaviours using supportive de-escalation strategies
- Follow up and lead in reflective dialogue with learners
- Avoid using outdated, emotive or inflammatory language such as 'naughty' and 'bad'
- To use CPOMS to record behaviour incidents using factual language

4. Positive strategies

At Stelling Minnis we use a range of positive strategies to reward and praise the children. Examples of which include:

- Verbal Praise
- Written Praise
- House Points
- Good Work Recognition
- Celebration Worship
- Communication with Parents
- Stickers
- Zones of Regulation
- Classroom reward systems
- Guiding Stars Team
- Shining Stars
- Certificates

At Stelling Minnis, we want all children to be shining stars to flourish and shine. Children are issued Shining stars by adults for demonstrating our values of Love, Respect and Perseverance. In order to motivate, and for the children to see the impact of their successes, awards will be issued as follows:

20 Shining Stars =	Bronze Award
50 Shining Stars =	Silver Award
100 Shining Stars =	Gold Award
150 Shining Stars=	Platinum Award

5. Children with SEND and/ or Social, Emotional and Mental Health Needs

Children who exhibit challenging behaviours as a result of identified special educational needs or social, emotional and mental health needs may be placed on the schools SEND register and provided with individual plans to support them. Children may also need a behaviour plan, without being on the SEND register. This is part of our child-centred, personalised approach.

In these situations, the school SENCo will be involved alongside teachers and parents/ carers. Whole school and regular classroom strategies may well be used, as well as strategies specific to the learner. There may be collaboration with outside agencies and advice sought as appropriate. Whilst the school will endeavour to support all pupils with SEND and SEMH needs, it also has a duty to keep all children safe in school which must be central to all decisions made.

6. Related Policies:

These include Anti-Bullying, SEND, and Child Protection policies.

7. Restorative Practice

Stelling Minnis Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. Decisions regarding consequences must be considered, reasonable and not be made on impulse. A restorative conversation will be had with children involved in an incident to be able to reflect and learn. This conversation will broadly follow the key questions of:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did you feel?
- How did others feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- Expectations and behaviours of pupils

At Stelling Minnis, we believe that consequences are built in to children's decision making. A poor choice can affect friendships and quality of work. Restorative conversations may need to happen during playtime and playtime may also be used to write a letter of apology if upset has been caused. Equally, if a child has chosen not to complete their work during learning time, a conversation will take place to explain that they can do it during learning

time, or during their own time, which enables the child to understand the consequence of their choice. These consequences to behaviour will be considered and appropriate to the age and needs of the child.

8. What behaviour looks like

At Stelling Minnis Primary School, adults use a traffic light approach to recognise the different stages of behaviours we may see in the children. We expect children to be and remain 'in the green' but we recognise that all behaviour is a communication and we use a range of strategies to ensure the children remain in the green. A small proportion of children may need a personalised behaviour plan that will follow a similar traffic light approach but will have personalised strategies to support the child in addition to whole school or class strategies.

Proactive: Green <i>Proactive strategies to meet the young person's needs without them needing to rely on challenging behaviour. How will we keep them in the green phase? Strategies should be actively used to reduce the chance this will happen.</i>	
Examples of behaviours we may see from our children:	Examples of strategies to reward/ encourage children to stay in this phase
Excellent manners Engagement in learning Smiling Independence Willingness Calm Happy Excellent progress/ attainment Content reading	House points Shining Stars Class rewards Celebration Worship Certificates Stickers Chosen for responsibilities Chosen for events Zones of regulation will show green
Early Warning signs: Amber <i>The Amber Phase is where a person displays the early warning signs before they resort to challenging behaviour. Adults need to be "cued-in" to take immediate action and avoid a child moving on to "red". Amber strategies are designed to de-escalate and support the child back down into the green phase.</i>	
Examples of behaviours we may see from our children:	Examples of strategies to bring children back to green
Calling out Excessive fidgeting Low mood Inappropriate language Task refusal	Time to talk Sensory Circuits Re-focus strategies Diversion Humour

Arguing or falling out with friends Rough Play	Zones of regulation Refer to class expectations and rules Visual prompts Now and Next Boards May be recorded on CPOMS Follow u with restorative practice
Reactive: Red	
<i>The red phase is where an incident of challenging behaviour occurs. It is often referred to as "crisis". The young person may feel extremely anxious or out of control. They may experience unpleasant sensations such as a racing heart and heat due to the large amounts of adrenaline released in the body. Reactive strategies are a way of responding to the behaviour as safely, quickly and calmly as possible to bring the child out of crisis.</i>	
Examples of behaviours we may see from our children.	Examples of strategies to bring children back to amber/ green and actions needed
Physically lashing out Hurting others Self-harm Extreme defiance Complete withdrawal/shutdown Vandalism	Calm down space Zones of regulation SLT to be informed Parents informed with meeting if appropriate Calm down time Restorative practice follow up All red behaviours are logged on CPOMS

Adults are not expected to deal with 'red' behaviour referrals in isolation. Colleagues will support, guide, model and show a unified consistency to the learners. Tag teaming may be a strategy to ensure a calm approach is maintained. SLT will intervene when deemed appropriate.

All serious behaviour matters must be referred immediately to the Headteacher or SLT. They will be dealt with depending on the age and needs of the child but parents will be informed either by Class Teacher or a member of SLT.

Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Serious physical harm

9. Recording

All members of staff are trained to use CPOMS (our secure online recording system) to record safeguarding incidents and parental communications. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for incidents that may include:

- Verbal incidents
- Physical incidents
- Intentional damage to property
- Repeated defiance
- Persistent low-level disruption

Follow-ups to incidents such as outcomes of a restorative conversation may also be recorded on CPOMS as appropriate.

10. Exclusions

Fixed Term Exclusions

At Stelling Minnis Primary School, we believe that in general, exclusions are not an effective means of moving behaviour forward. However, in order that children reach their maximum potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil in school would seriously harm the education or welfare of the pupil or others in school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

Permanent exclusion should be a last resort and Stelling Minnis Primary School will take all reasonable steps to avoid exclusion and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when the risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to the other pupils at the school.

The behaviour of children at Stelling Minnis is excellent. On the very few occasions, when it becomes clear that a child is struggling, staff are all trained to support children and work closely with parents to develop a personalised approach. This enables them to work towards the high expectations set in a supported, rather than punitive way.

11. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

12. Power to Use Reasonable Force

In order to prevent a child from injuring themselves or others, damaging property, staff have the power to use reasonable force in order to safeguard the welfare of the child, other pupils and/or adults. All such incidents will be reported to parents and recorded on CPOMS. If this is a regular occurrence, A behaviour plan will be written and external advice sought for support.

13. Searching, Screening and Confiscation

What the law allows: - Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for such as:

Prohibited Items at Stelling Minnis:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- mobile phones
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, school staff also have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed