

Grafton Primary School

Positive Behaviour Policy

Reviewed September 2025

Aims of Policy

At Grafton we have a 'Positive Behaviour Policy'. This policy applies to both behaviour in school but also to behaviour out of school which may impact on life at Grafton i.e. behaviour on-line.

At Grafton we believe that every member of the Grafton community has the right to be safe and secure and to learn and to develop in a positive environment without being victimised, abused, bullied, intimidated or harassed.

We aim to create a climate of friendship and understanding; where every child can play a part in making a valued contribution to the school. Empowering children in taking ownership of their school which results in more caring and responsible learners.

We aim to promote a school ethos in which all children are safe and able to realise their full potential this includes being safe on-line.

We aim for our children to behave in a reasonable and civilised manner, showing consideration, courtesy and respect for other people, their surroundings and property at all times. Each individual needs to develop self respect, self discipline, value differences and have a proper regard for others.

Our 6 values drive everything we do:

Resilience

Empowerment

Creativity

Inclusion

Kindness

Love

Bullying is never an acceptable way of behaving and is not tolerated at Grafton.

Effective positive management leading to prevention of negative behaviour is a responsibility shared by all members of the school community.

At Grafton we understand that all behaviour is a form of communication whether it be frustration, anger, sadness for example and we need to help children to express themselves using appropriate words rather than inappropriate action or inappropriate words.

At Grafton safeguarding is our top priority and we must be aware that behaviours can be indicators of abuse or neglect, please refer to the safeguarding policy.

Ways of Working

At Grafton rewards are more important than sanctions. Children should be praised for appropriate behaviour and effort, as well as good work.

Success breeds success and a child who only hears criticism will be negative and assume the role they are being assigned. As a rough rule, children need 10 positive comments for every progressive one, otherwise the progressive one has no impact.

The quality of the curriculum is a significant determinant of behaviour. A broad curriculum with a suitable diversity of activities, matched to the needs of the children, will provide challenge, excitement and opportunities for sustained application. This discourages children from negative behaviour and supports sustaining positive behaviour.

Lively and stimulating teaching is almost always associated with good behaviour. Where children are in an environment which arouses curiosity and interest, they usually respond positively.

Adult expectations are central to a child's learning and behaviour. When expectations are positive children see them as such and respond appropriately. Good behaviour then becomes the 'norm' and is reinforced by all the children and adults.

Good relationships are fundamental to good behaviour. It is important that all adults make time to talk and listen to the children. An ethos of sharing problems and finding solutions together is central to the way we work.

Children should be given positive instructions and reminded of the 'right' thing to do rather than be told what they are doing wrong, e.g. 'walk down the corridor please' rather than 'don't run!'.

A positive School Council, Circle Time activities, Golden Time activities, Emotions Group support, Learning Support Staff, Playground Friends, Healthy Week, Positive Behaviour Week, NSPCC, PSHE and Computing curricula and Zones of Regulation are some of the strategies and activities the school actively undertakes on promoting positive behaviour and developing a routine for discussions and the sharing of problems.

Routines give children structure and are particularly important for those children who struggle with the school day.

Routines are important for children because they provide a sense of security, stability, and emotional well-being through predictable patterns of daily activities. Routines help children manage stress and anxiety, develop positive habits for self-care and healthy living, and foster essential skills like self-control, confidence, and independence.

School should be a calm place where attention and focus are key to learning. All staff must reinforce the importance of children listening to adults and one another.

Classrooms should be quiet places to reduce distractions, promote focus and concentration, improve academic performance and behaviour, and foster a calmer, less stressful environment for both students and teachers. Silence allows for deep thinking, independent work, and reflection, leading to better well-being and engagement with the learning material.

Some children who find school hard may follow a bespoke approach, e.g, have a member of staff work with them to help identify emotions via Zones of Regulation or may follow a well prescribed behaviour plan, the school's SENDCo will be instrumental in this process.

Procedures:

The Positive Approach

Modelling appropriate behaviour and praising good behaviour is paramount.

Grafton School encourages 'good' behaviour and rewards 'good' behaviour with:

- A sticker from the class teacher or Headteacher or SLT
- A photocopy of 'good' work to share with parents
- A word to parents and carers referencing good work or behaviour

- Having their name written in the Golden Book and being praised in assembly
- Being given additional responsibilities (Playground Friend, monitor etc)

We aim for excellent behaviour as the 'norm'.

Doing it better next time!

Our guiding principal must always be expecting that the behaviour will be better next time. Children will make mistakes as adults do and will always be given the opportunity to do 'things better next time. It is important to hold discussions with children about what happened and why and what they could do differently next time.

Sanctions

However, sometimes a sanction may need to be imposed to 'help' a child make better decisions in future, these sanctions might include:

Loss of Golden Time.

Loss of break time and lunch times where children reflect on appropriate learning behaviours.

Parental involvement in dealing with and supporting inappropriate behaviour almost always solves minor difficulties.

Continuum of Incidents

Minor Incidents

Where a reminder of the correct behaviour by an adult is ineffective then children who are unable to follow our school expectations and 'hurt' other children in anyway will be given 'time out'. During learning time this is when the child is sent to a pre-arranged class (the parallel class or a physically near class) for a period of five to ten minutes before they can rejoin their own class.

If this fails then the child will be sent to work with a member of the Leadership Team.

Time will be allocated to the child on returning to the classroom to discuss the events, their behaviour and the consequences and reinforce the correct way to behave.

Teachers must keep their own records and observations of behaviour and incidents which take place within their classrooms.

Minor incidents will be dealt with at class level and do not warrant the intervention of the Headteacher or other members of the Senior Leadership Team.

If minor incidents repeat then class teachers will hold 'friendly' informal meetings with parents and carers which raises an awareness of the teachers concerns. This meeting can also be useful to illicit any changes at home or any concerns that parents may have or any underlying aspects of home life that may be impacting on school life with which the school can help.

If minor incidents persist then class teachers should talk to their phase/Key Stage leader who may also talk to parents and carers, again to share concerns but also to illicit information.

Repeated Poor Behaviour and/or More Serious Incidents

More serious incidents need to be reported and dealt with straight away in order to address issues effectively. Children must see that all adults in the school support each other and the children to bring about excellent behaviour.

Children sent to the Headteacher for more serious incidents will get the incident recorded. The Headteacher will talk to all the children involved in the incident and make notes on their version of events and based on that make a decision as to what happened and what action to take. Some incidents will warrant the Headteacher contacting the parents immediately. This decision is at the Headteacher's discretion.

All instances of repeated poor behaviour will result in parents being contacted. This will only be effective if the instances are brought to the attention of the class teacher/Headteacher as they happen.

Any and all incidents of prejudicial behaviour, deliberate physically hurting or aggressive name calling must be reported to the head teacher (or in their absence the most senior member of staff) immediately.

Children should not be put outside the classroom as a sanction whatever the situation. However, for some children a hallway space, monitored by staff members, maybe their 'safe space' which impacts positively on them or be a place where children can find some 'peace'.

It is also vitally important to consider that changes in behaviour can be indications of neglect or harm. Therefore, all staff must deal with situations with sensitivity and care. All behaviour is a form of communication.

Major Incidents

On the rare occasion where an incident is deemed to be so serious that a child should be removed from school parents will be called immediately.

It will be made very clear to the child and the family that their behaviour will not be tolerated. The school will deal with such issues very seriously and expect parental support in these situations. In the event that parents are not available immediately, the child will be looked after by another member of staff until the parents are able to come into school.

Fixed term exclusions can only be initiated by the Headteacher (or person in charge in their absence). Notice must be given in writing, and verbally as well if at all possible. There is a right of appeal and parents are entitled to this information at point of exclusion. Short term exclusions do not always happen immediately, and can be as a result of culminating circumstances. Outside agencies such as Educational Psychology, Educational Welfare and or Educational Services may also be involved.

The school believes in supporting every child to overcome difficulties and will do its utmost to avoid exclusions.

Positive behaviour is expected from all stakeholders in the school, not just the children. Adults must also respect each other and uphold the values embedded in this policy.

Victims and Perpetrators Support

Children who are victims of poor behaviour will be support where necessary by TAs, class teachers, members of the SLT and the school therapeutic service when available so that they feel emotionally safe in our school and the wider community.

Instigators of poor behaviour that leads to another child being hurt in anyway will be given the opportunity to make amends. There will be an explanation as to what the

individual needs to do to change their behaviour for the better and will be support to do so.

Grafton Primary School has an exceptional track record of helping children who find school hard. Children are finding their way through the world and it is often extremely difficult for them, therefore we must all act as a school and a community to help everyone to make the right choices.

Additional Positive Way of Working to Promote Positive Behaviour and

Ensure there is no bullying at Grafton Primary School

- Positive Behaviour Weeks
- E Safety Week
- Curriculum focus on bullying and e safety
- Circle Time
- PSHE Lessons focusing on respect and social development
- Zones of Regulation
- Positive Attendance Focus
- Early intervention for children of need
- Therapy and counselling sessions
- Plays and drama presentations
- School and class rules focusing on respect and social positive friendship
- School Council
- Philosophy for Children focusing on beliefs and understanding
- A curriculum focusing on multi ethnic Britain developing further understanding of multi cultural Britain and respect for different cultures, faiths and backgrounds.
- Grafton Primary School's PSHE Curriculum

Grafton primary School follows the government guidance:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Use of Reasonable Force

It is not expected that any member of the school team will have to use reasonable force on any child except if by not doing so a child might suffer harm or injury.

The school follows this guidance

https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Use%20of%20reasonable%20force%20and%20other%20restrictive%20interventions%20guidance.pdf

See also the school's

Anti Bullying Policy,

On-Line Safety Policy

Safeguarding and CP Policy