



"Put your heart and soul into everything that you do."
Purpose. Passion. Success.

Nurturing Positive Behaviour Policy

Vision

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At Pattishall CE Primary School, we create a calm, safe and inclusive environment where every child can thrive, feel valued and succeed.

1. Introduction

This policy sets out our approach to promoting positive behaviour and supporting all pupils.

We recognise that:

- Behaviour is a form of communication
- Positive relationships are central to behaviour
- Children require support to regulate emotions

Safeguarding is everyone's responsibility. All staff must remain vigilant and act immediately if they have concerns. Staff must not delay in reporting concerns.

2. Legislation and Guidance

This policy is based on the following legislation and guidance:

- **Keeping Children Safe in Education (latest version)**
- **Behaviour in Schools: Advice for Headteachers and School Staff (DfE)**
- **Suspension and Permanent Exclusion Guidance (DfE)**
- **Searching, Screening and Confiscation (DfE)**
- **Use of Reasonable Force in Schools (DfE)**
- **The Equality Act 2010**
- **SEND Code of Practice**

3. Aims

We aim to:

- Promote a calm, safe and purposeful learning environment
- Support children to develop self-regulation
- Build strong relationships
- Ensure consistency across the school
- Support all pupils, including those with SEND or additional needs
- Recognise behaviour as part of safeguarding

4. Our Values

All behaviour is guided by:

Purpose

- Take responsibility for your actions
- Make safe and respectful choices
- Understand how your behaviour affects others

Passion

- Show enthusiasm for learning

Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



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- Be kind, compassionate and respectful
- Use kind words and actions

Success

- Persevere and try your best
- Learn from mistakes
- Celebrate achievements

5. Behaviour Principles

Our behaviour culture is built on:

- **Restorative approaches**
- **Consistent, calm adult behaviour**
- **First attention for best conduct**
- **Relentless routines and high expectations**

We believe:

- Positive behaviour must be taught
- Relationships come before consequences
- Consistency is key

6. Expectations for Behaviour

Pupils are expected to:

- Listen when others are speaking
- Follow instructions promptly
- Respect others and the environment
- Allow others to learn
- Use kind hands and kind words

The school promotes a culture where:

- Everyone feels **safe and included**
- Diversity is respected
- Discrimination is not tolerated

Consistent Routines for Gaining Attention

The school uses consistent, non-verbal routines to gain pupils' attention quickly and calmly.

- Staff use **agreed hand signals and cues**, including those used in the Read Write Inc programme
- Pupils are explicitly taught to:
 - Stop what they are doing
 - Look at the adult
 - Listen immediately

These routines are:

- Embedded from early years and revisited regularly
- Used consistently by all staff across the school

They:

- Promote calm, orderly classrooms
- Minimise disruption to learning
- Support all pupils, including those with SEND and communication needs

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7. Emotional Regulation (Zones of Regulation)

We use the **Zones of Regulation** to support pupils to:

- Recognise emotions
- Communicate feelings
- Develop strategies for regulation

Staff:

- Support pupils to return to a **regulated state (Green Zone)**
- Provide time, space and tools to regulate
- Use proactive strategies to prevent escalation

8. De-escalation and Support (PACE)

Staff use the **PACE approach**:

- **Playfulness** – reduce tension
- **Acceptance** – acknowledge feelings
- **Curiosity** – understand behaviour
- **Empathy** – rebuild relationships

This ensures behaviour is addressed in a **supportive, non-confrontational way**.

9. Responding to Behaviour

First response

- Calm, consistent language
- Clear reminders of expectations
- Support to make the right choice

When behaviour continues

- Reflection time
- Restorative conversation
- Support to repair relationships

Consequences

Consequences are:

- Proportionate
- Consistent
- Clearly explained

They may include:

- Time for reflection
- Loss of privilege
- Repairing harm

Children are supported to make amends (apologies are not forced).

10. Dysregulated Behaviour

When a child is dysregulated:

- Staff prioritise **co-regulation**



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- Provide safe space and support
- Use tools such as:
 - Zones reflection
 - Comic strip conversations

Once calm:

- Restorative discussion
- Natural consequence applied

11. Behaviour Outside School

The school may respond to behaviour outside school where:

- It affects safety or wellbeing
- It impacts the school community
- Safeguarding concerns are present

The school works in partnership with parents/carers.

12. Rewards and Recognition

Positive behaviour is recognised through:

- Verbal praise
- Stickers and Dojos
- **ViP Awards (Values in Practice)**
- Celebration assemblies

Rewards reflect:

- Purpose
- Passion
- Success

13. Safeguarding and Behaviour

Behaviour may indicate safeguarding concerns.

Staff must:

- Record concerns on **CPOMS**
- Report immediately to the DSL
- Monitor patterns and changes

14. Serious Behaviour and Exclusion

Exclusion is a **last resort** and used only where:

- Safety is compromised
- Behaviour is persistent and severe

The school follows:

- DfE Suspension and Exclusion guidance
- Local Authority procedures

15. Inclusion and SEND

We recognise that some pupils require additional support.

We will:

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- Adapt approaches
- Develop individual behaviour plans
- Work with families and external agencies

16. Recording and Monitoring

- Behaviour incidents are recorded on **CPOMS**
- Patterns and trends are analysed regularly
- Data is reviewed to ensure fairness and inclusion

17. Support for Pupils

Support may include:

- ELSA
- Nurture provision
- Peer support

Support is offered to:

- Pupils affected
- Pupils displaying behaviours

18. Roles and Responsibilities

Headteacher

- Leads behaviour systems
- Ensures consistency
- Oversees training and implementation

Staff

- Model expectations
- Maintain a calm and consistent approach
- Record and report concerns

Parents/Carers

- Support school values
- Work in partnership with the school
- Communicate concerns

Governors

- Monitor effectiveness
- Ensure compliance
- Hold leaders to account

Pupils

- Follow rules and values
- Take responsibility
- Report concerns to trusted adults



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19. Monitoring and Review

This policy will be:

- Reviewed annually
- Updated in line with statutory guidance
- Monitored by the Governing Body