



Cherry Hinton Church of England Primary School Positive Behaviour Policy 2025 – 2026

Our Positive Behaviour Policy is underpinned by the key Christian values of **Agape** (Christian Love), **Thankfulness** and **Courage** (ACT). All interactions and relationships in school are underpinned by these values and everyone is encouraged to ACT out these values in all they do.

Our policy has been written with regard to the Equality Act 2010 and the DfE document – Behaviour in schools (September 2022). In addition, the Headteacher and SENCo have received ‘CTT (Cambridgeshire Therapeutic Thinking)’ training – a therapeutic approach to behaviour recommended by the Local Authority. Staff are receiving training around this approach and we are embedding it in school. This policy will be kept under review to reflect this.

‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive’ DfE September 2022

At Cherry Hinton C of E Primary School we aim to create a community where each individual considers how his/her behaviour affects others, and demonstrates behaviour which shows care and consideration of everyone’s mental and physical well-being to ensure a positive environment for everyone.

In order to achieve this we will:

- Have high expectations of pupil’s conduct and behaviour.
- Create a stimulating, challenging environment and provide a broad, balanced curriculum.
- Meet individual needs with regard to Special Educational Needs and/or Disabilities (SEND), heritage, religion, culture and gender.
- Follow the PHSE Primary Development Programme.
- Hold termly anti-bullying assemblies - what bullying is and how to deal with it is discussed openly.
- Encourage/develop a partnership between pupils, staff, governors, parents and the wider community.
- Promote an atmosphere where everyone treats one another with dignity, kindness and respect.
- Teach and model expected behaviours, routines and positive relationships.
- Use positive phrasing to communicate expectations and positively reinforce valued behaviours.
- Promote self-regulation and reflection.
- Use a restorative approach to resolve and repair issues.
- Ensure all staff are aware of their safeguarding responsibilities.

School Procedure

- Behaviour will be addressed as part of whole staff Professional Development at the beginning of every school year, along with safeguarding, and will be part of the induction process for any staff joining during the academic year.
- Regular training will be provided (both whole staff and for individuals).

- School behaviour expectations (Valued Behaviours) will be discussed with pupils at the beginning of every school year and will be displayed prominently in each class – with examples.
- Staff will address specific issues with their class (e.g. racism, bullying) as they arise through PSHE or class discussion.
- Following an incident of detrimental behaviour, all children (when calm) will take time to reflect with an adult, and a Reflection sheet will be completed (see below for further details). Reflection sheets are monitored termly by SLT.
- The class teacher will talk to parents regarding any concerns as soon as they arise.
- HT and other relevant staff will be made aware of any children whose behaviour is causing a concern, and when necessary a meeting will be arranged with parents and relevant staff.
- Incidents of prejudice will be reported immediately to the Head or a member of the SLT as well as being recorded on a Reflection sheet.
- When exploring reasons for persistent detrimental behaviour, we will consider whether the child may have unidentified Special Educational Needs. If this is the case, the SEN Policy will be followed. When the child has identified SEN, we will consider whether the provision in place is appropriate/sufficient to meet their needs and amend accordingly.
- An Individual Risk Management Plan (IRMP) will be written for individual pupils who persistently display detrimental behaviours – where possible this will be written in discussion with the child and the parents. These plans will be shared with parents and all relevant staff, to ensure a consistent approach.
- Where there are significant, ongoing concerns about a pupil's behaviour, advice from external professionals will be sought and a multi-agency approach may be required.

Valued Behaviours

Valued behaviours are positive and helpful. They are characterised by a concern for the rights, feelings and welfare of others. The valued behaviours we would like to see in school, reflect the school values, see below:

- Being polite – using 'please', 'thank you' and 'sorry'.
- Respect for each other's feelings, opinions and property.
- Respect for the environment – inside and outside.
- Listening to adults in school
- Trying your best with learning
- Behaviour that allows all children to learn and play safely, without anxiety.

N.B. We recognise that some pupils may require additional support to meet the expected standard of behaviour. This support is provided in a number of ways, sometimes on a 1:1 or as part of a small group. Some children needing this level of support will have Special Educational Needs and will have a SEN Support Plan (Assess, Plan, Do, Review) or an Education Health and Care Plan (EHCP) outlining their needs and the support they require.

Positive Reinforcement of valued behaviours

Examples of positive reinforcement used in school include the following:

- Verbal praise
- House points
- Earning minutes for Golden Time on a Friday afternoon, or other whole class reward.
- Sharing valued behaviour and achievements with another teacher, member of SLT, or school based Family Support Worker (FSW)
- Sharing valued behaviour and achievements with parents.
- Each week, teachers identify children to put in the Gold Book – these are announced in assembly on Friday. The children's names are displayed on the 'values' board in the hall and shared with the school community in the fortnightly newsletter.

Detrimental behaviour

Detrimental behaviours are behaviours that cause harm to an individual, the community or to the environment. Examples include the following:

- Verbal abuse (including swearing) towards children or adults.
- Physical abuse towards children or adults, e.g. hitting, punching, kicking, spitting, biting etc.
- Intimidation, e.g. purposefully invading someone's space and threatening them with words or actions
- Prejudiced behaviours linked to a person's heritage, culture, gender, sex, race, ethnicity, SEN or Disability.
- Persistent disruption of group, class or whole school activities.
- Damage to property (school's or individual's).
- Damage to the school building (including displays) or grounds.
- Bullying, including online (see section on bullying below).
- Exiting classroom or premises without permission.
- Not following adult instructions given to ensure the safety of themselves or others

N.B. Some behaviours are likely to be associated with particular types of SEND and we will take this in to account when responding to the behaviour. We will also take into account any other contributing factors, e.g. if the pupil has suffered bereavement, is experiencing significant challenges at home etc.

Response to detrimental behaviour

Use a restorative approach to resolve and repair issues.

- Gently remind the child of the expectations/what they need to do next (use positive phrasing), support them to do what they need to do next.
- Remain calm in both tone and body language.
- Treat all those involved with dignity and respect and in a way that offers opportunities for 'valued' behaviours to be taught and understood.
- When talking to the child, if possible, do so at their eye level.
- If the child needs to be moved, implement the Guides and Escorts training (delivered by the LA, in-line with CTT).
- Ensure the child is calm, before discussing the behaviour.
- Following an incident of detrimental behaviour, all children will have time to reflect with a member of staff and a relevant consequence will be put in place (see 'Reflection Time' below).
- Incidents of detrimental behaviour will be shared with the child's parents and with members of the SLT.
- Suspension and in the most serious circumstances, permanent exclusion (see below)

Use of 'reasonable force'

'There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. (DfE September 2022)

'Reasonable force' is a last resort. It will only be used when a pupil is not keeping themselves safe or is making others unsafe, and is not responding to any other strategies. When considering using 'reasonable force', the risks, specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions are taken into account. Parents/carers will always be informed.

Searching, screening and confiscation

Under the Education and Inspections Act 2006 school staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. These actions will be carried out in accordance with the guidance of the Act.

Reflection Time

Following an incident of detrimental behaviour, all children will be given time to reflect on the incident with an adult – when they are calm and ready to do so.

When talking to the children we use a restorative approach, which gives the children the opportunity to reflect on their behaviour, encourages them to think about their actions and to repair the situation. The questions the children are required to answer are:

What happened?

What were you thinking and feeling?

Who was affected and how?

How can you put things right?

What will you do differently next time?

The adult supporting the child to reflect will record their answers on a 'Reflection Sheet'.

As part of Reflection Time, relevant consequences will be put in place:

Educational Consequences:

An educational consequence is used to try and ensure that a child does not repeat the behaviour. Some educational consequences that could be used are:

- Repairing relationships through restorative discussions
- Discussing how to manage a situation differently
- Completing uncompleted tasks at alternative times/in an alternative environment
- Repairing broken things/tidying environments

Protective Consequences:

A protective consequence will be put in place if staff feel there is a risk of the child repeating the behaviour – particularly if it has been deemed unsafe/harmful to themselves or others. Protective consequences limit freedoms and should be a logical response to the behaviour. When we use protective consequences, we put educational consequences in place to help the child progress to a point where we can return any freedoms that may have been limited. Protective consequences could include:

- Reduced access to the playground at break/lunch time
- Additional adult supervision during break/lunch time
- Time away from their class

Suspension and permanent exclusion

'Head teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.' DfE September 2022.

This would be a last resort. When it is considered necessary, for very serious incidents, we will follow DfE's specific guidance, Local Authority (LA) advice and current procedure for suspension and permanent exclusion.

Following a suspension, a reintegration meeting will be offered - between the school, parent, pupil and other agencies if relevant.

Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance cyber-bullying via text messages, social media or gaming, which can include the use of images or video) and is often motivated by prejudice against particular groups, for example on ground of race, religion, gender and sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.' DfE July 2017

We encourage all children to identify trusted adults in school and to tell an adult if they feel they have been hurt by words or actions. If this happens repeatedly, staff will work with all involved to resolve the situation. We will do this in-line with the restorative approach. The Headteacher will be involved in this process.

This Positive Behaviour Policy is reviewed and amended annually

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| Sally Haiselden, Headteacher, with SLT – September 2025 | Ratified Full Governing Body – 30.9.25 |
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Annex A

Reflection

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| Child's name: | |
| Date of incident (including day): | |
| Time of incident: | Environment: |
| Name of staff member supporting child to reflect: | |

REFLECT

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|--|
| What happened? (Before, during and after the incident) <i><u>Check: Is it accurate? Are you over- or under-describing?</u></i> |
| What were you thinking and feeling? (Before, during and after the incident) |
| Who was affected and how? <i><u>Check: Consider all people within the dynamic (child audience, adult audience and those directly involved).</u></i> |

Empty rectangular box at the top of the page.

REPAIR

How can you put things right?

Check: Ensure anything put in place puts right any harm done and repairs the relationships affected.

Large empty rectangular box for writing under the REPAIR section.

RESTORE

What will you do differently next time?

Large empty rectangular box for writing under the RESTORE section.

While completing the form, read back the pupil's input and ask 'Is this what you would like me to write down?' This will help the pupil to be clear about what they are trying to say.

Additional notes (if necessary):