



Moulton
Primary School

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POSITIVE BEHAVIOUR POLICY

September 2025

Aims and Principles

The aim of this policy is to set out the way in which we will support children to behave in a responsible, kind and sociable manner. It applies to all children and all adults in the school. The core aim of our approach is that pupils take growing responsibility for their learning and behaviour.

These are our **3 principles** that underpin this behaviour policy:

1. **Be ready**
2. **Be respectful**
3. **Be safe**

Therapeutic Thinking

This policy is based on the current thinking and research that underpins the West Northamptonshire Therapeutic Thinking approach (detailed below). This policy enables the children to work in a safe and secure environment where all children and staff are valued.

It is accepted that a whole school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision and values focusing on realistic social and academic expectations for all.

Behaviour is a form of communication

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

Not all behaviours are a choice

Children and Young People (CYP) with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

Behaviours can change and improvement can be secured

Expectations of pupil's emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements secured.

Clear boundaries are paired with an individualised graduated response where needed

A nurturing and structured environment is used to keep CYP safe. A clear well communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for clear well-communicated plans where differentiation from the policy is essential to meet a CYP's needs including educational, mental health and other needs or vulnerabilities.

Children may develop academically and emotionally at different rates

It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy. Children achieving well academically may well still require differentiated planning.

Children and young people are supported to develop internal discipline/self-regulation and resilience

A variety of feedback, reward, or consequence systems are used to develop CYP as resilient independent learners with positive emotional wellbeing and behaviour.

A commitment to equality and equity

Each child receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some CYP may need additional support to increase positive emotional wellbeing and support behaviour.

A commitment to exclusion reduction

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

Engagement of families, outside agencies and the wider community is sought when planning support for CYP

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for CYP. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision- making.

Children's Responsibilities

- To meet the high expectations expected of them at all times
- To work to the best of their abilities and allow others to do the same
- To treat others with respect and kindness
- To co-operate with others
- To follow the instructions of all adults in school
- To take care of property and the environment in and out of school

Staff Responsibilities

- To treat all children fairly and with respect
- To have high expectations for every child
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To be a good role model
- To form positive relationships with children and parents
- To recognise and value that each child is an individual
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpin the school's behaviour policy

Parent/Carer Responsibilities

- To support children to develop awareness of appropriate behaviour in all situations

- To encourage independence and self-discipline
 - To show an interest in all that their child does in school
 - To foster good relationships with staff at school
 - To support the school in the implementation of this policy
 - To be aware of the school expectations for behaviour
- By choosing Moulton Primary School for their child, parents and carers support the expectations in our behaviour curriculum and agree with this policy

Our Behaviour Curriculum

Valued behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The valued behaviours are underpinned by our 5 school values:

- Readiness
- Responsibility
- Reflection
- Resilience
- Resourcefulness

Our behaviour curriculum sets out clear parameters for the valued behaviours so that we have a shared and consistent language of expectations across school. The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects.

Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.

Our 'no hands up' approach ensures that all children are expected to be engaged with the learning and to take an active part in the lesson. When using a range of strategies to engage children in discussion and questioning, teachers will always know how to approach the different children in their class so that the exchanges are positive and successful for all.

Within class the following routine for gaining the attention of all children will be applied:

- 3** – Begin to finish what you're doing.
- 2** – Eyes looking at the adult.
- 1** – Turn to face the adult and no more talking.
- Stop** – Everyone is ready to listen.

A consistent approach is essential to reinforcing boundaries of acceptable behaviour.

Rewards

To reward children for positive behaviour we have the following in place:

- Positive praise and stickers
- Certificates to be sent home to parents/carers
- Achievement Certificate where two children from each class are presented with a certificate to celebrate good work or behaviour in the weekly Family Assembly
- Pride Award - Children who produce a piece of exceptional work will be rewarded with a certificate in assembly and a visit to the Senior Leadership Team
- Family Play – Families gather together on Friday afternoons to enjoy a final, additional playtime to end the week
- Afternoon Tea - one child from each class chosen each week
- Family tokens will be rewarded for the following behaviours:
 - Positive conduct: good behaviour, good manners, caring for ourselves, others and the school, helping, respecting etc.
 - Positive Learning: good presentation, effort, focusing, collaboration, independence etc.
 - Positive extras: role model, reading every day, exceptional homework etc.

Once a token has been earned it cannot be taken back.

Family tokens will be collected within the class for each Family and taken to Family Assembly every Friday.

The Family with the most tokens each half term will be rewarded with a prize day activity such as a dance experience, musical experience, extra P.E. activities, computing session etc.

Detrimental Behaviour

Detrimental behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Staff will use the strategies detailed below to encourage valued behaviour, however there will be times when children need additional support to learn about their detrimental behaviour.

Consequences

At Moulton, consequences will be derived through logic and naturally follow an action. Children will experience consequences for their detrimental actions. We will use two types of consequences, **'Protective' and 'Educational'**. Both of these create a number of strategies within them to teach valued behaviours to our children, whilst keeping them in a safe learning environment. Certain detrimental behaviour incidents may not require a protective consequence but there must always be an educational consequence. Detailed below is our expected response system for detrimental behaviour.

MPS Behaviour Response System

Level Number	Examples of Detrimental Behaviours	Expected Actions and Consequences (protective/educational)	Recording and Communication
Level 1 Unsocial behaviour	Isolated incidence of: <ul style="list-style-type: none"> ● Not listening/ignoring instructions ● Pushing in line ● Talking out of turn ● Calling out, silly noises ● Disturbing others 	- Promote and reward pro-social behaviour; praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour. -Use of the '4 Corrections Model'	None

	<ul style="list-style-type: none"> • Chatting at inappropriate times • Unkind language/treatment of others • Off task • Wandering in lessons • Not looking after own property, property of others or school property/resources • Not working in a group as directed • Inappropriate responses e.g. shrug 	<p>-Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time</p> <p>-Quiet, verbal reminder using positive phrasing, e.g. 'smart sitting... thank you'</p> <p>-Quiet verbal reminder of the relevant rule or routine, e.g. 'Remember our rule for safe scissors? ... Thank you.'</p> <p>-Quiet verbal reminder of a recent example of their valued behaviour.</p> <p>-Moving the child to sit closer to an adult.</p> <p>-An adult moving to sit closer to the child.</p> <p>-An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Let's look at what you've done so far...'</p>	
<p>Level 2</p> <p>Unsocial behaviour</p>	<ul style="list-style-type: none"> • Repeated incidence of Level 1 behaviour • Unwillingness to co-operate/follow instructions • Minor challenge to authority • Deliberate disruption of lesson • Rudeness to any adult or pupil in school • Deliberate misuse of property/resources • Persistently breaking the same rule • Impulsive fighting/hurting others • Swearing • Spitting e.g. on the floor • Telling lies • Use of inappropriate language 	<p>-Promote and reward pro-social behaviour; praising the children who are near to the child for their prosocial behaviour which encourages the child to copy their behaviour.</p> <p>- Use of positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"</p> <p>-Offer of limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing"</p> <p>- "Talk to me here or in the playground"</p> <p>- Disempowering the behaviour e.g. tactical ignoring - "You can listen from there" - "Come and find me when you come back" – "Come down in your own time"</p> <p>-Select an appropriate educational consequence:</p> <ul style="list-style-type: none"> • Support the child to understand the relevance of a task • Rehearse and practise the pro-social behaviour • Assist with repairs; re-do the piece of work, research impact of behaviour • Discussion with key adults to explore triggers/underlying causes • Write an apology letter <p>--Restorative Debrief to take place once child is back in Green Zone using the Reflection Book.</p>	<p>- Class Teacher/member of staff involved to log incident on MyConcern</p> <p>- CT to inform Head of Year and Key Stage Lead on the day the behaviour occurred</p> <p>- Conversation between Class Teacher and Parent/Carer on the day the behaviour occurred</p> <p>- Key Stage Lead to discuss with SLT using Graduated Response</p>
<p>Level 3</p> <p>Antisocial behaviour</p>	<ul style="list-style-type: none"> • Repeated incidence of Level 2 behaviour in the same half term • Severe disruption where lesson cannot continue • More serious challenge to authority • Minor vandalism 	<p>-Use of de-escalation script</p> <p>-Thorough investigation of the incident by CT/HoY immediately after the incident occurs.</p> <p>-Restorative Debrief to take place once child is back in Green Zone using the Reflection Book.</p> <p>-Select an appropriate educational consequence:</p>	<p>-Class Teacher/member of staff involved to log incident and consequence on My Concern and inform Head of Year and Key Stage Lead on the day the behaviour occurred</p>

	<ul style="list-style-type: none"> Starting fights/hurting others Spitting e.g. at other pupils Initial instance of bullying Intimidating behaviour Using swearing to insult others Racist, sexist or homophobic behaviour 	<ul style="list-style-type: none"> Support the child to understand the relevance of a task Rehearse and practise the pro-social behaviour Assist with repairs; re-do the piece of work, research impact of behaviour Discussion with key adults to explore triggers/underlying causes Write an apology letter <p>-Also select an appropriate protective consequence:</p> <ul style="list-style-type: none"> Increase staff ratio Differentiated break times Escort/support in social situations Restrict off-site visits Differentiated learning space Adapted learning resources/curriculum 	<p>- Formal meeting with parent/carer and HoY/Key Stage Lead present</p> <p>- Key Stage Lead to discuss with SLT using Graduated Response</p> <p>- Risk assessments for individual to be completed by SLT and shared with CT and year group team.</p>
<p>Level 4</p> <p>Antisocial behaviour</p>	<ul style="list-style-type: none"> Premeditated or unprovoked violent behaviour Persistent disruptive behaviour Threatening behaviour Verbal abuse of staff and 'lashing out' Swearing intended to deliberately cause offence Leaving without permission and truancy Theft of others' property Serious or repeated vandalism Continuation of bullying 	<p>-Use of de-escalation script</p> <p>-Thorough investigation of the incident by CT/HoY immediately after the incident occurs.</p> <p>-Use of physical intervention to prevent harm to the child themselves or another</p> <p>-Restorative Debrief to take place once child is back in Green Zone using the Reflection Book.</p> <p>- SLT to advise appropriate protective/educational consequences once Graduated Response procedures have been followed.</p>	<p>-Class Teacher/member of staff involved to log incident on My Concern and inform Key Stage Lead/HT on the day the behaviour occurred</p> <p>- Chair of Governors notified if suspension applies</p> <p>-Formal meeting with parents and further meetings arranged to review behaviour</p> <p>-Letter to parents if suspension applies</p> <p>-SENCO to seek advice from external agencies</p> <p>-Local Authority informed of suspension</p> <p>- Key Stage Lead to discuss with SLT using Graduated Response</p>
<p>Level 5</p> <p>Unforeseeable behaviour</p>	<ul style="list-style-type: none"> Serious assault or physical abuse of another pupil or adult Major theft e.g. a laptop Sexual misconduct Possession/use/selling cigarettes, drugs, alcohol or weapons Severe & persistent disruptive behaviour 	<p>-Use of de-escalation script</p> <p>-Use of physical intervention to prevent harm to the child themselves or another</p> <p>-SLT to make decision to authorise emergency response (eg. lockdown procedure, seek advice from police/social care or call 999, evacuate the building).</p> <p>-Thorough investigation of the incident by CT/HoY immediately after the incident occurs.</p> <p>-Restorative Debrief to take place once child is back in Green Zone using the Reflection Book.</p> <p>- SLT to advise appropriate protective/educational consequences once Graduated</p>	<p>-HT to manage via appropriate sanctions including fixed term suspension or permanent exclusion</p> <p>-Log incident on My Concern on the day the behaviour occurred</p> <p>-Parents informed immediately</p> <p>-Chair of Governors notified</p> <p>-Local Authority informed of exclusion</p> <p>-Meeting with parents followed by a formal letter</p>

		Response procedures have been followed. -Suspension/Permanent Exclusion considered as last resort using Graduated Response .	- Key Stage Lead to discuss with SLT using Graduated Response
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De-Escalation Script

The following steps should be taken in circumstances where a child is demonstrating dangerous behaviour. One adult should lead the interaction, with another observing at a distance so as not to overwhelm the child and to support if required.

1. Use the person's name – **“David...”**
2. Acknowledge their right to their feelings – **“I can see something is wrong”**
3. Tell them why you are there – **“I am here to help”**
4. Offer help – **“Talk to me and I will listen”**
5. Offer a “get-out” (positive phrasing) – **“Come with me and....”**

Restorative Debrief

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult.

The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. Use the Reflection Book as a visual prompt to support the child, whilst using the questions below to structure the discussion.

The adult may ask the child questions to explore the incident:

What happened? (tell the story)

What were people thinking and feeling at the time?

Who has been affected and how?

How can we repair relationships?

Summarise what we have learnt so we are able to respond differently next time.

Record the outcome of the discussion as an action on **My Concern**.

Children in **Key Stage 2** will complete the **Commitment Slip** as part of the discussion.

Physical Intervention Team-Teach

At Moulton Primary School some members of staff are trained in Team Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Should this occasion arise children and staff will be given time to reflect and find a different way with difficult situations in the future. Records are kept and parents or carers are informed.

In cases where it becomes necessary to restrain a child on more than one occasion a Positive Handling Plan will be put in place by SLT, parental support will be requested - see Appendix D.

Recording

Each teacher/member of staff will record behaviour incidents on MyConcern.

Any meeting, formal or informal, must be recorded on MyConcern.

Analysis of behaviour across the school will be carried out by SLT and shared with governors in order to identify and support children and staff.

Legal framework

This policy has been written in line with the relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2024) 'Behaviour in schools – advice for headteachers and school staff'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

Appendix A

Behaviour Policy Quick Reminders

Gaining Children's Attention

- We are a no shouting school
- 3 2 1 Stop is used to gain children's attention
- The expectation is always that ALL children will stop and listen

Engaging Children in Learning

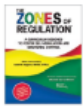
- We are a no hands up school
- A range of strategies are used to engage children in the lesson during discussion and questioning
- Lessons are well planned and provision for those children with SEND and our higher achievers is well considered
- Resources are selected that enable children to fully engage and work as independently as possible

4 Corrections Model

- **The 4 Corrections Model provides strategies used to address**





Non-Verbal <ul style="list-style-type: none">✓ Gestures✓ Positioning; face the class, have eye contact from all, be stood up, have presence, move around room✓ Proximity; moving closer to where negative behaviour is taking place✓ Looks; eye contact✓ Pauses mid-sentence	Private Individual <ul style="list-style-type: none">✓ Take the individual to a quiet space for a calm 1:1 conversation to address the behaviour✓ Ensure the conversation is supportive✓ Expectations to improve the behaviour made clear✓ Used as a last resort
Public Anonymous <ul style="list-style-type: none">✓ Everyone needs to...✓ I should see everyone...✓ Eyes down on your work...✓ Pens in hands...✓ Everyone is writing now...	Public named <ul style="list-style-type: none">✓ Do you need some help...?✓ Did you need something...?

Appendix B



To be used with *The Zones of Regulation™* curriculum
Reproducible E

The **ZONES** of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



Behaviour Reflection Sheet



Resourceful



Resilience



Readiness



Respect



Responsibility

The value that I have not followed is _____

What happened? _____

Who did it affect and how? _____

Now that I have reflected on my behaviour, I will...

Signed _____ (child)

Class _____



Positive Handling Plan

Name:	Class:	Teacher:
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Behaviours/Situations likely to result in physical intervention (What does the behaviour look like? When is it likely to occur? Where does it occur?):

Strategies to be used before physical intervention where possible:

Give time	Distraction	Give choices	Other:
Give space	Reassure/Remind	Other staff intervene	
Talk calmly	Give a count	Repeat request	

Preferred Handling Strategies to be used:

Caring C's <input type="checkbox"/>	Wrap <input type="checkbox"/>	Standing <input type="checkbox"/>	Chair <input type="checkbox"/>
Walking <input type="checkbox"/>	Shield <input type="checkbox"/>	Single Elbow <input type="checkbox"/>	Other <input type="checkbox"/>

Debrief process required after physical intervention (space, talk through etc):

Signatures:

Child (where appropriate):

Parent/Guardian:

Teacher:.....

Review:

Appendix E

TEAM TEACH TRAINING RECORD

Name	Role	Course date	1 da y	2 da y	Renewal Due



Graduated response:

<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
<p>Targeted Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
<p>Targeted Plus Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
<p>Specialist Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
<p>Specialist Plus Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated [Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis]. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.