



Positive Behaviour Policy

Balfour Primary School

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CONTENTS

Positive Behaviour Policy

Our Ethos.....	3
Values and Houses	3
What our children can expect of staff in promoting positive behaviour	3
Protective Characteristics, discrimination and bullying.....	4
Behaviour expectations - children, staff and wider community.....	4
Behaviour management strategies in practice.....	5
Scripted management strategies	5 and 6
Managing restorative communication	6
How we will support children with special education needs or disabilities.....	7
Positive Support Plan (PSP)	7 and 8
Formal behaviour proceedings	8 and 9

Appendix

Just right	11
Positive Support Plan	12- 14
House Teams	15



Our Ethos

At Balfour Primary School we strongly believe in adults providing positive role models for our children. We have high expectations of the staff and children's behaviours around school and we aim to promote a positive ethos around social responsibility.

We recognise that children's social development is a key part of our educational setting and we aim to support this by providing opportunities for children to successfully learn and play.

Values

The school community selected four values to reflect how we wish our children to maintain as they progress through Balfour and as citizens of their community and the wider world.

- We are **Respectful**.
- We are **Reflective**.
- We are **Responsible**.
- We are **Resilient**.

These values are at the heart of our school community in ensuring;

- that our staff, children and wider community feel valued and respected, with a sense of belonging.
- That they can be used in supporting and maintaining high expectations of positive behaviours.
- That they can be used in discussions around restorative practice to resolve conflict.

Houses

Every child within the school is assigned a house team. These teams provide our children with an identity and sense of belonging to our school. Each house team has a house representative, who has been voted for by the school community to signify an aspect of society which we take inspiration from.

House Marcus

House Greta

House Malala

House Boyan

How we aim to promote positive behaviour at Balfour

- We discuss behaviour expectations with the children in a manner which is appropriate to their stage of development.
- All children will be treated fairly and consistently.
- Children feel heard and valued; knowing they will be listened to.
- A strong focus on the individual needs of our children.
- A consistent approach to supporting children with emotional regulation (Just Right).
- We support our children, in instances where resolution is needed, to be reflective and to use restorative approaches to find positive solutions.
- We provide a Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum that is used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.



Protective Characteristics, discrimination and bullying

Taken from the Equalities Act 2010, we will always treat any form of discrimination based on the protective characteristics very seriously. Children will be explicitly taught about the protective characteristics through assemblies and PSHE lessons, so that they have a sound knowledge and understanding from which to base their behaviour and actions on.

Any incidents of discrimination or bullying will be investigated and reported to parents.

We define bullying as deliberately hurtful behaviour which results in an imbalance of power, is repeated over a period of time, and where it is difficult for those being bullied to defend themselves.

Our behaviour expectations

At Balfour Primary we believe that having a calm, orderly and supportive environment in the school and the classroom is essential for pupils to be able to learn, feel respected and kept safe. We therefore have agreed routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom. In order for this to take place, we have agreed expectations from members of our school community which are outlined below.

Children

We expect our children to be positive role models for our school community by;

- showing **respect** to one another and all adults.
- Acting in a way in which keeps themselves and others safe. **Responsible**.
- Ensuring that their words and actions are always kind.
- Being **reflective** when situations arise where mistakes have been made; being willing to make things better and learn from these.

Staff

We expect our staff to be positive role models for our school community by;

- showing **respect** to one another and to all families and children.
- Ensuring that all children feel valued and heard.
- Supporting in making things better when there is conflict or mistakes have been made.
- Being positive role models for good communication.
- Work with families to ensure that the children's needs are met.

Families

We expect our parents and families to be positive role models for our school community by;

- Working with us through informing us of any information which may impact their child's well-being.
- Ensuring their child attends school so as to minimise any learning gaps.
- Attend family consultation meetings so that staff and parents are working together for the best outcomes of every child.
- Being respectful role models and demonstrating respectful relationships at all times.

School partnership

What our children, families and staff can expect from our school;

- That everyone is kept safe.



- That everyone is valued and heard.
- That everyone is treated with respect.
- To know that we will communicate effectively to support all children to our best ability.

What our behaviour management looks like in practice:

We expect staff to uphold the school's behaviour policy at all times and respond to misbehaviour consistently, fairly, promptly and with confidence to maintain a calm, safe learning environment.

Green	Yellow	Amber	Red
<p>Taking pride in your learning.</p> <p>Putting in effort to everything you do.</p> <p>Speedy start to learning.</p> <p>Showing kindness and respect to others.</p>	<p>Talking when another child or adult is talking.</p> <p>Shouting out.</p> <p>Walking around the classroom without permission.</p> <p>Answering back.</p> <p>Refusal to complete work.</p>	<p>All of Yellow if behaviours are repeated.</p> <p>Continued repeated behaviour.</p>	<p>Physical assault against another child or adult.</p> <p>Spitting.</p> <p>Verbal abuse.</p> <p>Discrimination of any kind.</p> <p>Targeted vandalism.</p> <p>Swearing.</p>
<p>House points.</p> <p>Table points.</p> <p>Certificates.</p> <p>Sharing learning with YGL/SLT.</p>	<p>Reminder- use of script.</p>	<p>If repeated- spoken to by YGL. 10 minute reflection time within year group at break/lunch.</p> <p>OR</p> <p>SLT contact regarding the behaviour- 10 min reflection session with SLT at breaktime/ lunchtime.</p>	<p>To be based on individual cases- previous history considered.</p> <p>May include internal or external suspension dependent on circumstance.</p>
		<p>Parents contact by class teacher.</p> <p>Recorded onto CPOMs.</p>	<p>Families contacted by SLT.</p> <p>Recorded onto CPOMs</p>



Scripted management (daily classroom practise)

You're not showing respect by ... This is your reminder.	I have reminded you to show respect by.... You have continued to ... You will now need to complete a reflection activity at break/lunch.
You need to take responsibility for your learning by... This is your reminder.	I have reminded you take responsibility for your learning by... You have continued to not take responsibility by...You will now need to complete a reflection activity at break/lunch.

Scripted behaviour management

What is communicated to the child	What needs to be considered before communicating
This is really hard/ I can see you're finding this difficult/ I can see that it's making you	Give the child clear messages, whilst providing space and time for reflection.
I can see that you're angry/frustrated/cross/sad/tired	Use of Just Right Tower to indicate emotion. 'I wonder what could help make you feel...'
XXX isn't possible. XXX isn't an option.	Clear boundaries using only a few words. Avoiding any back and forth/ bartering.
You can choose YYY or ZZZ	Clear available choices – with timeframes.

Managing restorative communication

Where inappropriate choices and mistakes have been made, or conflict has arisen, it is vital that children and staff are supported in making restorative decisions to ensure that everyone feels heard and situations are resolved.

Below is a script and visuals which can be used to walk-through a conflict to support in ensuring that children and adults are given time to explain and express how they feel and to think about what they can do to repair a situation.

Script	Information to obtain/gather/discuss
<i>What was wrong about your behaviour?</i>	<i>What happened? What led to this happening? Was it an accident/deliberate?</i>
<i>Who was affected by your action/behaviour?</i>	<i>Who was hurt? How did you feel? How do you think they felt?</i>

<i>What was the impact?</i>	<i>Who was hurt/affected?</i>
<i>How can we put this right?</i>	<i>For you? Others? Staff? Property? Long and short term?</i>
<i>Agreed consequence</i>	<i>What do you think? Do you agree?</i>

How we will support children with special educational needs or disabilities

Some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. We follow the Brighton & Hove's SEND Guide for Professionals document which lays out the graduated approach to support children effectively and as such we recognise that we need to differentiate support according to our children's SEMH needs.

There may be times or unexpected situations when a child may react in a way that is outside of the expectations for the majority of the children within school. Children who have specific needs that preclude them from accessing our Positive Behaviour Policy in the same way as the rest of the school are considered to be 'children beyond' (a term used by Jenny Mosley). Children with these needs may need a Positive Support Plan (PSP). The aims of a PSP are to ensure that there are consistent expectations and management of a child who falls outside of the schools Positive Behaviour Policy. It is important for the school to recognise the child's individual triggers, consider factors affecting the child outside of the school environment, and bring together a team around the child. In some instances, a child may require the support of an Individual Needs Assistant or Learning Mentor to enable them to regulate their emotions and manage their behaviour.

Positive Support Plan (PSP):

As a school, we value the input from everyone who is involved in supporting the child. When creating a PSP it is vital to work as a team with the class teacher, families and any other support or outside agency in determining the best strategies to support the child.

We have a tiered approach to managing Positive Behaviour Support Plans, which is outlined below.

<p>All children with INA support – <u>Inclusion Plan</u></p> <p>Day to day outline of the child documented and shared in terms of language script, provision, Just Right, trigger points, key adults.</p> <p>Outline to be shared with staff on CPOMs and with parents.</p>
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Middle tier- Positive behaviour support plan

Children who are not currently following the schools Positive Behaviour Policy.

Children who are being repeatedly reported on CPOMs for behaviours that are not expected or appropriate.

Children who may be in the process of a SEND diagnosis or have a SEND diagnosis.

- Meeting with parents/ teacher/ INCO team/outside agency to discuss concerns-home life/school focus.
- Discussions around behaviours displayed/triggers/factors which might influence behaviour.
- Outside agency support review/Positive Behaviour Plan created/ Personalised Just Right Tower/Equipment which might support in reducing behaviour incidents (weighted blanket/headphones)
- Review date set for four-six weeks.
- Regular communication home around behaviour (behaviour log/email/phone calls)

Top Tier – Behaviour support plan

Children with diagnosed SEND

Children with outside agency support

Children who are unable to work within the boundaries of classroom education

Children who have an INA for support in accessing learning and working successfully with adults and peers

- Trigger points identified.
- Language script in place
- Reward chart/system in place
- Time out card
- LM support/counselling/play therapy
- Outside agency strategies in place
- Daily or weekly parent communication

Formal proceedings regarding pupil behaviour

Fixed-term Suspensions and Permanent Exclusions

Suspension from Balfour Primary School is only ever resorted to when it is the final option, as we actively seek to be inclusive. Only the Headteacher (or the Deputy Headteacher in their absence) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. (These will not be more than 15 days in any one term.) The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

The Headteacher and governing body must take account of their statutory duties in relation to special educational needs (SEND) when administering the exclusion process. This includes having regard to the SEND Code of Practice. (Exclusion from maintained schools, Academies and pupil referral units in England, 2012, p.6)



If the Headteacher suspend or excludes a pupil, informs the family immediately, giving reasons for the suspend or exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the family how to make any such appeal. After a child has been suspend or excluded, the child and family are asked to attend a re-entry interview.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. For all other suspensions the Headteacher must notify the local authority and governing body once a term.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider suspension or exclusion, they consider the circumstances in which the pupil was suspension or excluded, consider any representation by families and the Local Authority, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Role of the Headteachers

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998 section 6.1 (Responsibility of Governing Body and Headteacher for discipline), to implement the school RRS Behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

There may be some instances where a child's behaviour is so extreme it may warrant immediate action including- contacting parents and possible fixed term exclusion. This would include violence against another individual, deliberate damage to property, abusive language directed at staff or threatening behaviour.

Physical intervention

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force to control or restrain. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe.

Physical intervention is only used when children are putting themselves, other children or staff in danger of harm, **but is only used as a last resort and whenever possible by a member of staff who has received appropriate training i.e. Positive handling, when all other options have been exhausted.**

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances and after all reasonable attempts at de-escalation have taken place.

Families will be informed of serious incidents involving the use of reasonable force.

How we ensure this policy meets our duty under the Prevent Strategy (Section 26 of the Counter-Terrorism and Security Act 2015).

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children



through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Staff to report these concerns to the Designated or Deputy Designated Person for Child Protection.

We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Appendix

1. Just Right

2. Positive Support Plan (PSP)

3. House Teams

Just Right: A system for supporting sensory and emotional regulation in children

The 'Just Right' approach is a programme created by SEN specialist teachers and health professionals in Brighton & Hove to help children learn to self-regulate their emotions and behaviour.

The system is built round a scaling system, with four colour 'zones' to help children understand and communicate the emotions they are experiencing and how they can go about positively managing them. It helps them understand what makes them feel 'just right' and when they are feeling this - for example, when they are calm and alert and able to respond positively to whatever is happening in their environment.

The four colour zones are:

- **Green** is 'just right' - calm, alert and focused
- **Orange** is 'fizzy' - bubbling, not calm, anxious, possibly hyper-alert
- **Blue** is 'sad/tired' - under-stimulated, tired, bored, not alert, possibly feeling ill
- **Red** is 'crisis' - unable to cope, exhibiting challenging behaviours, wanting to run away, shutting down from the outside world, not able to listen to adults.

The colour coding replaces the need to use a lot of complex words to describe emotions. We find that children are able to point to their zone and this supports staff in recognising what they need to do to support the child.

For children who are identified by the class teacher and inclusion team as benefiting from a Just Right tower, we ensure that the child is fully aware as to how to use this to help them communicate. Discussions are also held with the child to support them in recognising their triggers and to identify what helps them to return to green zone. These are then personalised for each child.

Below is an example of a personalised Just Right Tower. It clearly shows the different zones and what supports a child in regulating their emotions and behaviour.

 Angry	 Colouring In
 Very Upset	 Have a drink
 Annoyed	 Fiddle toy
 Upset	 Play putty
 Calm and Happy	 Playtime
	 Computer
 Tired	 Sit in a beanbag
 Sad	 Ask a grown up for help

Purpose

At Balfour Primary School we use Positive Support Plans (PSP) to support children whose behaviour may sometimes fall outside of the whole school classroom management strategies.

We recognise that some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with the school environment, communication, social skills or emotional needs. We recognise that there is sometimes a need to differentiate support according to a child's needs. We use different levels and waves of intervention and ensure that expectations are tailored and appropriate, and then are monitored regularly for effectiveness.

Considerations

As a school we value the input from everyone who is involved in supporting the child. When creating a PSP it is vital to work as a team with the class teacher, parents/carers and any other support or outside agency in determining the best strategies to support the child.

At a PSP meeting we will:

- Discuss any incidents which have taken place in school.
- Discuss the known behaviours which need to be supported.
- Discuss any known triggers around the identified behaviours.
- Discuss any similarities or differences identified from home or school.
- Discuss any health conditions or known diagnosis which may impact or be related to the behaviours shown.
- Discuss any possible outside agencies who may be able to support the school, the child or the family.
- Discuss strategies which have been successful and those which have been tried and deemed unsuccessful.

A record of the meeting will be kept and uploaded to CPOMs. The record of the meeting may also be sent to parents/carers and outside agencies at their request.



Positive Support Plan Meeting

Name:

Class:

Date:

Attendees:

School information	
Incidents/ Behaviours	
Triggers	
Current support	
Strategies working	

Home information	
Incidents/ Behaviours	
Triggers	
Strategies working	
Health- diet/sleep Known conditions	





Outside agency information	
Observations	
Support	
Suggested strategies	
Further comments	

Any further information

Actions
Review date:

HOUSE MARCUS

"Just look at what we can do when we work together."



- › He was signed to Manchester United when he was still at primary school!
- › He was the youngest player to score in a European competition.
- › He helped to raise over £20 million for a food waste charity and lobbied government to provide more Free School Meals (he used to receive them himself).
- › He supports his family by having his brothers as his agents.



HOUSE GRETA

"You are never too small to make a difference."



- › She is a Swedish activist known for her work against climate change.
- › She led her first protest outside Parliament when she was only 15 years old.
- › She has spoken to political leaders in many countries
- › Her speeches have been made into a book
- › She was named TIME Magazine's Person of the Year in 2019



HOUSE BOYAN

"There's no better feeling than having an idea and seeing it become reality, emerging in the physical world."



- > He was diving in the Mediterranean Sea when he was 16 and he saw more plastic than fish so he started a project at school about ocean plastic pollution and why it's so hard to clean up.
- > He is CEO of The Ocean Cleanup, the organisation he founded in 2013.
- > He was crowned 2014 Champion of the Earth by the United Nations
- > He hopes to clean up half of the Great Pacific Garbage Patch in five years



HOUSE MALALA

"Let us pick up our books and pens. They are our most powerful weapons."



- > She is a human right advocate and fights for girls' rights.
- > She bravely documented life under Taliban rule, helping the world to understand what it was like.
- > She is the youngest ever person to have received a Nobel Peace Prize (17 years old)!
- > The United Nations named 12th July as "World Malala Day."

