

DISLEY PRIMARY SCHOOL

‘PROUD TO BELONG’



POSITIVE BEHAVIOUR POLICY

Approved by	Head Teacher Governors	Date: July 2026
Last review	July 2025	
Next review	July 2027	

Purpose:

At Disley Primary School, we are committed to fostering a positive, inclusive and respectful behaviour culture in which all pupils feel safe, valued and ready to learn. This policy outlines the principles, expectations and systems that underpin our approach to behaviour and relationships across the school.

Our approach is restorative, relationship-centred and rooted in positive reinforcement. We recognise that behaviour is a form of communication and that children learn best within an environment characterised by consistency, emotional safety and strong, trusting relationships.

Aims:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all

Ethos and Culture

This policy is underpinned by the Disley Primary School Culture Charter, which defines the attitudes, values and behaviours expected of all members of the school community.

At Disley Primary School, our school rules are underpinned by three of our five values:

Be Resilient – Be Respectful – Be Responsible

These core values are explicitly taught, modelled and reinforced in all aspects of school life. Positive behaviour is understood as behaviour that reflects these values and contributes to a safe, inclusive and productive

environment.

We believe that:

- Behaviour is learned and can be explicitly taught and practised
- Strong, positive relationships are the foundation of effective behaviour support
- Consistency and clarity from adults create security and predictability for pupils
- High expectations should be maintained for all pupils, alongside appropriate support and scaffolding
- Pupils thrive when they feel a sense of belonging, recognition and success

A positive behaviour culture is a shared responsibility, involving pupils, staff, parents and the wider school community.

Behaviour Expectations

Clear and consistent expectations are essential in supporting pupils to make positive choices. These expectations are explicitly taught through the school's behaviour curriculum, modelled by adults and reinforced through daily routines.

In Lessons

Pupils are expected to:

- Listen attentively and follow instructions promptly
- Engage actively in learning and sustain focus
- Use respectful language and appropriate voice levels
- Demonstrate resilience when faced with challenge
- Take responsibility for their learning, equipment and outcomes

Around School

Pupils are expected to:

- Move calmly and safely at all times
- Show respect for others, including peers and adults
- Care for the school environment and shared resources
- Demonstrate good manners and courtesy
- Play inclusively, cooperatively and safely

Assemblies and Shared Spaces

Pupils are expected to:

- Enter and leave spaces calmly and respectfully
- Sit sensibly and listen attentively

- Show appreciation and courtesy to speakers and peers

These expectations are revisited regularly and adapted to ensure they are developmentally appropriate for all pupils.

Adult Responsibilities

Adults play a crucial role in shaping behaviour through modelling, relationships and consistency.

All staff will:

- Model calm, respectful and professional behaviour at all times
- Build positive, trusting relationships with pupils
- Use consistent, clear and shared language when addressing behaviour
- Prioritise recognition, praise and encouragement
- Address behaviour promptly, calmly and fairly
- Maintain high expectations for all pupils
- Apply this policy consistently to ensure equity and predictability

Senior leaders will:

- Provide guidance, coaching and support for staff
- Monitor behaviour patterns, trends and outcomes
- Ensure appropriate provision is in place for pupils with additional needs
- Engage with parents and external agencies where appropriate
- Review and evaluate the effectiveness of this policy regularly

Positive Recognition and Rewards

Positive reinforcement is central to our approach. Recognition is specific, meaningful and linked directly to the behaviours we seek to develop.

Value Points and House System

Value Points are awarded to reinforce behaviours aligned with the school's values and Culture Charter.

- Points are collected individually and contribute to house totals
- The system promotes both personal responsibility and collective identity
- Points are awarded consistently across the school using agreed criteria

Half-Termly Celebration – Individual Recognition

Each half-term, the pupil in each class with the highest number of Value Points will:

- Be recognised in the school newsletter
- Be invited to a Hot Chocolate Celebration
- Receive a Values Champion certificate

This recognises sustained positive behaviour, effort and commitment, reflecting pupil voice.

House Rewards – Pupil Voice Led

- Houses compete through the accumulation of Value Points
- The winning house each half term receives a reward
- Rewards are determined through the Student Parliament, ensuring pupil ownership and engagement

Annual House Award

At the end of the academic year, the overall winning house is awarded the:

Margaret Toff Annual Winning House Award

This celebrates long-term commitment to positive culture, teamwork and shared responsibility.

Proud Points

Proud Points recognise behaviour that goes above and beyond everyday expectations.

- Awarded for exceptional effort, attitude or contribution
- Never removed once given
- Collected individually and celebrated

Proud points remain on the child's record during their time at Disley Primary School and when milestones are hit, children will receive a badge and certificate. The milestones are:

- 20 proud points for a bronze award
- 40 proud points for a silver award
- 60 proud points for a gold award.

Hot Chocolate Fridays

- Pupils attend for every two Proud Points earned
- Inclusive alternatives are provided where required

Positive Communication with Home

Positive behaviour is actively shared with families to strengthen home-school partnerships.

This includes:

- Verbal feedback
- Positive postcards
- A classroom-based Positive Message Home Board

Celebrating success builds confidence, reinforces expectations and fosters shared values.

Disley Value Certificates:

Awarded in Friday assembly - children from each class are selected each week by the class teacher. Selected children will be celebrated and they will receive a certificate, which will be given out in a celebration assembly by SLT.

Achievement Awards:

Children with an outside-of-school achievement can bring it in to share at the weekly celebration assembly.

Regulation and Calm Spaces and Resources

We recognise that some pupils require support to regulate emotions in order to engage successfully with learning.

All pupils can access areas that will act as calm spaces, which enable pupils to:

- Regulate emotions
- Reduce heightened stress or anxiety
- Reflect on behaviour
- Return to learning in a positive state

Use of calm spaces:

- Is directed by an adult
- Is time-limited and purposeful
- Does not replace expectations for behaviour or learning

Calm spaces are a supportive, preventative strategy, not a sanction or avoidance mechanism.

Responding to Misbehaviour – Staged Response

Behaviour that does not align with the school's culture charter is addressed calmly, consistently and restoratively, with the aim of teaching and supporting positive behaviour.

This includes behaviour that:

- Disrupts learning

- Compromises safety or wellbeing
- Shows disrespect towards others or the environment
- Avoids responsibility

The steps outlined below, discussed with the student parliament, will provide a consistent approach to the responding to misbehaviour:

Stage 1 – Verbal Reminder

- Calm, private reminder of expectations
- Linked to school values
- Time to respond provided

Stage 2 – Final Verbal Reminder

- Clear warning that behaviour has not improved
- Explicit link between choice and consequence
- Opportunity to reset

Stage 3 – Reflection Time

- 5-minute reflection, or
- 5 minutes plus a restorative conversation

Restorative conversations will focus on:

- Understanding impact
- Reflecting on choices
- Identifying resolution
- Identifying strategies for improvement

Stage 4 – Partner Classroom

If behaviour continues following stage 3 and is at the detriment of the education of the other pupils in the class, children will work in a partner classroom for the times identified below:

- KS1: 15 minutes
- LKS2: 20 minutes
- UKS2: 30 minutes

This provides a structured reset and protects the learning environment.

Stage 5 – Senior Leadership Involvement

- Support from a member of the Senior Leadership Team
- Consideration of further intervention, support plans or parental involvement.

*In EYFS, response to misbehavior will follow steps 1, 2 and 3 with reflection time being immediate time out. If behaviour escalates, additional support will be sought as outlined in stage 5.

Restorative Approach

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

-Paul Dix

Restorative practice is central to all behaviour responses.

Restorative conversations aim to:

- Repair relationships
- Develop understanding of impact
- Promote accountability
- Support positive future choices

This approach is educative rather than punitive, focusing on growth, reflection and restoration.

During a restorative conversation, staff will use questions such as, but not exhaustive to:

1. What happened?
2. What were you feeling/thinking at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

Child-led solutions

As part of the restorative conversation, children may offer a solution to the discussed problem. If it is deemed appropriate, staff will support children in enacting this. Whilst this is not an exhaustive list, actions that could be deemed appropriate could be:

- Help tidying up
- Offering or writing an apology

Additional Support

If it is identified that children require more support regarding their behavioural choices, and the staged response does not seem to be facilitating improvement, it may be deemed necessary, in partnership with parents/carers, to engage with internal ELSA or external support. If staff are unsure of what action to take, they can raise concerns via a pupil support

from which will be triaged by the SENCO, Senior Mental Health Lead, Teacher for disadvantaged pupils and the ELSA.

Behaviour Reports

Where it is identified that additional support is required to support behaviour choices, behaviour reports may be used as a supportive intervention. The purpose of these will be to:

- Provide structure and clarity
- Agree targets with parents/carers
- Identify patterns and triggers
- Monitor and review progress over time

These will form part of a wider, personalised support strategy and will be regularly reviewed with parents and carers.

Pupils with SEND and Reasonable Adjustments

While high expectations apply to all pupils, we recognise that some pupils require additional support.

- Reasonable adjustments are made in line with the Equality Act 2010
- Support is documented in SEN Support Plans or EHCPs
- The Assess – Plan – Do – Review cycle is used
- Staff work collaboratively with families and external professionals to agree individualised approaches

Behaviour is always understood within its context, while maintaining clear and consistent boundaries.

Safeguarding and SEMH

Changes in behaviour may indicate unmet Social, Emotional and Mental Health (SEMH) needs or safeguarding concerns.

Staff will:

- Remain vigilant to changes or patterns in behaviour
- Record and report concerns appropriately
- Work with pastoral staff, leaders and families
- Ensure early and appropriate intervention

Staff Training and Professional Development

We are committed to ensuring all staff feel confident and supported in managing behaviour effectively.

This includes training in:

- Positive behaviour strategies and restorative practice
- SEND and SEMH needs

- The impact of trauma and adverse experiences
- De-escalation and emotional regulation strategies

Ongoing professional development promotes consistency, confidence and staff wellbeing.

Monitoring and Review

Behaviour is monitored regularly to ensure the effectiveness and fairness of this policy.

This includes:

- Analysis of behaviour data
- Identification of trends and patterns
- Evaluation of consistency across the school
- Informing staff training and support

This policy will be reviewed annually by the Governing board

Appendix 1 – Staged approach to responding to Misbehaviour

	Steps	Actions
1.	Reminder	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules – Resilient, Respectful, Responsible. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2.	Last reminder	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. ' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3a.	Reflection time	For minor infractions where pupils have not responded to reminders, 5 minutes reflection time will be given to reflect on behaviour choices.
3b.	As above with restorative conversation	For more serious behaviours or repetitive low-level behaviours, 5 minutes reflection time will be given followed by a restorative conversation – Reported via CPOMS
4.	Partner classroom	If behaviour continues following stage 3, children will be asked to work in a partner classroom for the times identified below: • KS1: 15 minutes • LKS2: 20 minutes • UKS2: 30 minutes This provides a structured reset and protects the learning environment - Reported via CPOMS
5.	Senior Leader Involvement	Where chances to resolve behaviours have not been taken up and in more serious circumstances, it may be deemed necessary to involve senior leaders where appropriate actions will be considered. This will be followed up by informing parents/carers - Reported via CPOMS.

Appendix 2: Culture Charter:



DISLEY PRIMARY SCHOOL



PROUD TO BELONG

CULTURE CHARTER



OUR MISSION

At Disley, we work together, show respect and support each other. We learn with **courage, kindness** and **resilience** so we can be the best we can be.



OUR VISION

We are **proud to belong** to our school community. We try our best, stay curious and care for others and our environment so we are ready to embrace the future.

OUR VALUES IN ACTION



1 RESPECT

We treat everyone with dignity and help our community feel safe and valued.

CULTURE STATEMENTS

- We use good manners in every interaction – we listen, take turns and speak kindly.
- We communicate respectfully, focusing on finding solutions rather than blame and raise things in the correct manner.
- We show empathy and compassion, noticing how others feel and offering support.
- We include everyone, celebrating differences and making sure no one is left out.
- We are honest and fair, helping our school feel safe and trustworthy.
- We make each other feel valued, recognising effort and appreciating contributions.



2 RECIPROCITY

We learn with and from each other.

CULTURE STATEMENTS

- We collaborate – we work as teams, share ideas and help each other take the next step in learning.
- We build trust by acting with integrity.
- We nurture one another, celebrating successes and supporting challenges.
- We contribute positively in school, in our wider curriculum and within our community.



3 REFLECTIVENESS

We think about our learning and actions so we can grow.

CULTURE STATEMENTS

- We pause and reflect on what is working and what could be better.
- We take ownership of our choices, behaviour and learning.
- We stay curious, asking questions, accepting feedback and thinking deeply.
- We build confidence by understanding our strengths and next steps.



4 RESPONSIBILITY

We do what is right for ourselves, others and our environment.

CULTURE STATEMENTS

- We act independently, giving our best effort without always being reminded.
- We care for our belongings and our environment, keeping our school tidy, safe and sustainable.
- We take responsibility for our actions and our learning behaviour.
- We help others, noticing when someone needs support and taking positive action.



5 RESILIENCE

We try our best, even when learning or life feels challenging.

CULTURE STATEMENTS

- We persevere, understanding that mistakes help us grow.
- We stay emotionally resilient, using strategies to manage feelings and move forwards.
- We show courage, trying new things even when we feel unsure.
- We believe in ourselves, developing confidence through practice and effort.
- We flourish, celebrating progress and embracing challenges as opportunities.



OUR SCHOOL RULES

Be Resilient • Be Respectful • Be Responsible

PROUD TO BELONG

RESPECT • RECIPROCITY • REFLECTIVENESS • RESPONSIBILITY • RESILIENCE
BE RESPECTFUL • BE RESPONSIBLE • BE RESILIENT

*Together we learn.
Together we grow.
Together we belong.*