



Ghyll Royd School

A foundation for life

Positive Behaviour Policy

Policy Leader: Mr David Martin

Review Date: July 2027

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The Learning Challenge™
CURRICULUM



Ghyll Royd School, Pre-School and Nursey (the school) is committed to safeguarding and promoting the welfare of young children and demands all staff and volunteers to share this commitment. Safeguarding at the school is everyone's responsibility and everybody is able to make a referral to children's social care if needed.

Policy Principles

It is the primary aim of the school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school is a caring community, whose values are built on mutual trust and respect for all. The school policy for positive behaviour is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, under the following principles:

- every pupil knows that they have the right to feel safe, valued and respected, and to learn free from disruption.
- all pupils, staff and visitors are protected from any form of discrimination.
- staff and volunteers set an excellent example to pupils at all times.
- rewards, sanctions and reasonable positive handling are used consistently by staff, in line with school policies.
- the Positive Behaviour Policy is understood by pupils, staff and parents.
- pupils are supported to take responsibility for their actions.
- families are involved in behaviour incidents to promote good relationships between a pupil's home life and school.
- the governors emphasise that violence, threatening and intimidatory behaviour will not be tolerated in any circumstances.

Policy Aims

The aims of this policy are to support staff, volunteers, pupils and parents and to:

- promote consistent positive behaviour, based on mutual respect, friendly and supportive relationships.
- promote an ethos of commitment to be the best you can be.
- promote a community where pupils demonstrate self-discipline, respect, good manners, proper regard for authority, consideration for others and respect for the school environment.
- promote an ethos whereby all children understand the importance of positive behaviour and the effects of negative behaviour, and they make good choices, demonstrating positive behaviour as the norm.
- promote a purposeful and positive approach to learning.
- promote that all members of the school community feel confident to raise concerns and know that their concerns will be addressed appropriately, fairly and in a timely manner.

The policy for positive behaviour is underpinned by the values of the school:

- Care and Courtesy
- Co-operation and Consideration
- Challenge and Creativity

Policy Covers

The school's Positive Behaviour Policy covers behaviour:

- on school premises.
- on educational trips, residential visits, sporting fixtures and other off-site events or activities (including those held out of school hours, during term-time holidays or at weekends).
- beyond the school grounds where unacceptable behaviour is linked to the school through the wearing of the school uniform or through other means by which the pupil can be identified as a pupil of the school.

Policy Definitions

Low-Level Unacceptable Behaviour

For the purposes of this policy, the school defines *low-level unacceptable behaviour* as any behaviour which disrupts the education and/or welfare of others in the school and is a breach of the school rules. This includes, but is not limited to:

- low-level physical behaviour that does not cause harm or injury but which is inappropriate – nudging, touching or barging.
- low-level disruptive behaviour during lessons, assemblies, lunchtimes, events – talking, calling out, making inappropriate noises or gestures.
- not being prepared to learn – not having correct equipment; not listening to instructions.
- avoidance of work, time-wasting, wandering around during lessons.
- lack of care for school and individual property; causing minor damage to property through careless behaviour.
- not completing classwork in an appropriate timeframe; not completed to the expected standard.
- not handing in homework book; homework not completed to the expected standard.
- disobedience – not following simple instructions.
- rudeness – not using good manners (including table manners), ignoring others or answering back.
- not lining up appropriately; pushing in front of others.
- running in school.
- littering.

All low-level unacceptable behaviour can be escalated to serious unacceptable behaviour, depending on the severity of the behaviour. Repeated and persistent

incidences of low-level unacceptable behaviour will be escalated to serious unacceptable behaviour.

Serious Unacceptable Behaviour

For the purposes of this policy, the school defines *serious unacceptable behaviour* as any behaviour which threatens to harm or harms a person's safety or wellbeing; damages property; damages the reputation of the school; disrupts the orderly running of the school; is illegal and/or is in breach of the school rules. This includes, but is not limited to:

- disruptive behaviour – deliberately acting in a manner that causes interruption to learning or upset.
- harassment – behaviour toward others which is unwanted, offensive and affects another's dignity and self-esteem.
- verbal abuse – including swearing, racist, sexist or homophobic remarks, or insulting language.
- physical abuse – including deliberate hitting, kicking, biting, scratching, shaking, hair-pulling, pushing, tripping, spitting, fighting and other forms of physical aggression that threatens or causes harm to another.
- sexual violence and harassment.
- bullying – a type of harassment which involves repeated personal abuse or persistent actions, which humiliate, intimidate, frighten or demean another.
- prejudice-based and discriminatory bullying.
- cyberbullying – the use of electronic communication to bully another.
- damage to property through deliberate or reckless behaviour.
- dishonesty – lying, theft or making untrue or malicious allegations against another person within the school.
- refusing to comply with disciplinary sanctions

Promoting Positive Behaviour

The school has a consistent and fair approach to behaviour management and it promotes the use of positive behaviour management strategies and a restorative approach. Positive behaviour is promoted through:

- agreed routines and clear and transparent systems that maintain an orderly and purposeful community.
- clear school and classroom rules.
- children enjoying interesting and appropriately challenging lessons.
- praise for positive behaviour through comments and conversations, and stickers, stamps for good work, behaviour or effort, and acknowledging acts of kindness.
- public recognition and celebration of positive behaviour, both in and out of school, through Friday celebrations assemblies, school newsletters and end of term prizes.
- house points awarded for positive behaviour, good work, good effort and kindness.

- fine dining points awarded each lunch sitting for good table manners and positive eating.
- other class reward systems that recognise and celebrate positive behaviour.
- holding positions of responsibility in school (School Council, Eco Council, House Captains, Sports Captains, Head Pupils).
- Weekly PSHE lessons and other aspects of the curriculum that provide opportunities to celebrate and develop pupils' social and emotional aspects of learning.
- children knowing what constitutes unacceptable behaviour and what the consequences of that behaviour will be.
- personalised systems of behaviour management being implemented where required.
- staff and SLT consistently implementing the school's Positive Behaviour Policy.
- staff using a range of positive behaviour management strategies (*appendix A*).
- staff reviewing and contributing to the development of behaviour systems.
- Families being aware of, and supporting, the school's Positive Behaviour Policy.

Dealing With and Consequences of Unacceptable Behaviour

The school ensures that responses to unacceptable behaviour are proportionate, fair, appropriate and as close to the time of incident as possible. The school takes a restorative approach to resolving conflict and preventing harm. This approach enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take the steps to put it right.

The restorative approach is facilitated by all staff who talk to all pupils involved in a behaviour incident. In some situations (*see appendix C*) children may be asked to record their experience of the incident on a *Being Better Behaviour form* (*appendix B*). Children who cannot write their own responses are supported by an adult who reads the questions and scribes their answers. Children may also be asked to draw the incident, with or without annotations.

Staff facilitate respectful conversations between children involved in a behaviour incident to allow them to talk about why they behaved the way they did, how they felt at the time and what the consequences of the behaviour were. All parties to an incident are given the opportunity to express their views. This approach helps children to develop their understanding of right and wrong and helps them to appreciate others' experiences and viewpoints. Staff ensure the safety of all parties to the restorative process.

When considering the consequences of unacceptable behaviour, staff follow the guidance in the *Behaviour Flowchart* (*appendix C*). They also take into account the pupil's age, their stage of development, any relevant personal circumstances and SEND. Empathy is demonstrated where external factors/circumstances may have led a pupil to behave uncharacteristically or where a pupil appears distressed.

Sanctions are used to:

- deter negative, unacceptable behaviours and to encourage positive behaviours.
- give pupils time to reflect on their behaviour and the consequences.
- give pupils the opportunity and encouragement to make amends for their behaviour.

The sanctions applied depend on the nature and seriousness of the behaviour. The guidance in the *Behaviour Flowchart (appendix C)* is to help to ensure consistency and to tell pupils what the likely outcome of their behaviour will be. The flowchart is guidance only and does not account for all possible behaviour incidents.

Sanctions for unacceptable behaviour include:

- a verbal reminder;
- a verbal warning;
- issue a red card;
- time out of a playtime or removal of a whole playtime;
- completing alternative work tasks;
- completing the *Being Better Behaviour* form (appendix B);
- being put on a *Positive Behaviour Report* (appendix D);
- suspension;
- exclusion.

Positive Behaviour Report

Positive Behaviour Reports allow all staff to be involved in monitoring and supporting a child's change to positive behaviour. They are used when other sanctions have failed to bring about a change of behaviour and when pupils consistently underperform or demonstrate regular unacceptable behaviour. They encourage pupils to reflect on their behaviour and to set small targets for change. Parents will be informed about the implementation of this strategy and, where possible, school will work in cooperation with parents. Parents will be informed of progress and outcomes. If a pupil does not improve their behaviour whilst on a *Positive Behaviour Report*, further interventions will be needed, which will be agreed by the Headteacher and parents.

Suspension and Exclusion

A pupil may be suspended or excluded from school as a last resort and only as a result of a serious or persistent breach, whereby allowing the pupil to remain would be of serious detriment to the education or welfare of the pupil, or others.

Allegations Against Staff

Disciplinary action will be taken against pupils and/or parents who are found to have made malicious accusations against staff. Where untrue or malicious allegations have been made, all staff will be informed and advised by the Headteacher on the appropriate actions to take to avoid being vulnerable to repeat accusations.

Pupils with Special Education Needs and Disabilities (SEND)

All staff understand the need and are trained to adapt an individual, personalised approach when dealing with pupils who have more complex needs for which they require additional support. The school recognises its duty, under the Equality Act 2010, to ensure that reasonable adjustments are made for SEND pupils.

Pupils Who Have Experienced Trauma or Other Adverse Experiences

All staff understand that trauma experienced outside of school and other adverse childhood experiences can affect a child's behaviour in school. All staff understand the need to adopt an individual, personalised approach when dealing with pupils who have experienced trauma or other adverse experiences. The school recognises that children who are experiencing childhood trauma, which causes them to exhibit unwanted behaviours, need a supportive rather than a punitive approach.

Recording Behaviour Incidents

Behaviour incidents are recorded centrally and on a pupil's file. The school is currently moving to recording all incidents (including uploading *Being Better Behaviour* forms) on CPOMS (correct as of September 2025). *Being Better Behaviour* forms are also shared with parents. All incidences are monitored by the Governors responsible for Health & Safety and Safeguarding.

Responsibility for Positive Behaviour and Sanctions

The Headteacher has ultimate responsibility for ensuring positive behaviour and the implementation of sanctions. However, it is the responsibility of every member of staff within the school to promote and encourage standards of positive behaviour and as such recognise the importance of developing an environment of positive praise, whilst being consistent and fair in dealing with disruptive and/or negative behaviours.

The primary aim of the *Positive Behaviour Policy* is to promote good relationships so that members of the community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

On	<u>01/07/2025</u>	(date)
Date to be reviewed	<u>01/07/2027</u>	(date)
Signed on behalf of the setting		



Name of signatory	<u>David Martin</u>
Their role	<u>Headteacher</u>

Appendix A

Positive Behaviour Management Strategies

Strategy	Intended Outcome
Provide 'take-up' time	Allows pupils not to lose face. An example of this strategy would be to give a time limit within which the pupil should follow an instruction, and then the teacher walks away, giving them the opportunity to make the right choice. Teachers should be explicit about expectations.
Partial Agreement	"Yes, you may have been talking about your work, but I would like you to..."
"When...then..." Directing	Used to try and avoid negative talk. "No, you cannot go out because you have not finished your work," becomes, "When you have finished your work, then you can go out."
Understood Signals	Class management signals used for drawing the class together or to monitor noise levels.
Tactical Ignoring	This strategy may prove appropriate for attention-seeking behaviour. Ignore the 'target' pupil but praise another pupil. If target pupil's changes their behaviour, praise them.
Redirect Behaviour	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong, it may be possible to refocus their attention on the required task.
Deferred Consequences	If a pupil continually misbehaves, stating that you will deal with the issue at a later time removes the 'audience', and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.
Useful Statements	"I need you to help me by..." "I trust that you can make the right decision for you."

Appendix B
'Being Better' Behaviour Form

NAME: _____

DATE: _____

FORM: _____

What did you do? _____

Why did you make that choice? _____

What happened afterwards? _____

How do you feel about what happened? _____

How do other people feel about what happened? _____

What could you have done differently? _____

What can you do to make things better? _____

What was the consequence for you and do you think it was fair? _____

Appendix C

Behaviour Flowchart

Behaviour Flowchart		Range of Responses
Level 1 – first or minor incidents	Low-level Unacceptable Behaviours <ul style="list-style-type: none"> low-level physical behaviour that does not cause harm or injury but which is inappropriate – nudging, touching or barging. low-level disruptive behaviour during lessons, assemblies, lunchtimes, events – talking, calling out, making inappropriate noises or gestures. not being prepared to learn – not having correct equipment; not listening to instructions. avoidance of work, time-wasting, wandering around during lessons. lack of care for school and individual property; causing minor damage to property through careless behaviour. not completing classwork in an appropriate timeframe; not completed to the expected standard. not handing in homework book; homework not completed to the expected standard. disobedience – not following simple instructions. rudeness – not using good manners (including table manners), ignoring others or answering back. not lining up appropriately; pushing in front of others. running in school. littering. 	STOP AND THINK <p>Verbal reminder of appropriate behaviour and about consequences for repeated continuing behaviour.</p>
Level 2 – repeated or moderate incidents		WARNING <ul style="list-style-type: none"> Verbal 'warning'. Teacher readdresses positive behaviour strategies. Apology from pupil.
Level 3 – repeated or more concerning incidents		RED CARD <ul style="list-style-type: none"> Verbal 'red card'. Red Card paperwork completed by issuing teacher. Parent informed by class teacher that day. <i>Being Better Behaviour</i> form sent home to be completed. Added to pupil file (CPOMS). Headteacher informed.

<p>Level 4 – continuation of low-level unacceptable behaviour / first incident of serious unacceptable behaviour.</p>	<p style="text-align: center;">Serious Unacceptable Behaviours</p> <ul style="list-style-type: none"> • disruptive behaviour – deliberately acting in a manner that causes interruption to learning or upset. • harassment – behaviour toward others which is unwanted, offensive and affects another's dignity and self-esteem. • verbal abuse – including swearing, racist, sexist or homophobic remarks, or insulting language. • physical abuse – including deliberate hitting, kicking, biting, scratching, shaking, hair-pulling, pushing, tripping, spitting, fighting and other forms of physical aggression that threatens or causes harm to another. • sexual violence and harassment. • bullying – a type of harassment which involves repeated personal abuse or persistent actions, which humiliate, intimidate, frighten or demean another. • prejudice-based and discriminatory bullying. 	<p style="text-align: center;">SERIOUS</p> <ul style="list-style-type: none"> • Verbal reprimand. • Headteacher informed and pupil sent to Headteacher. • Parents informed by class teacher that day. • Parents invited for meeting with class teacher & Headteacher. • Pupil put on <i>Positive Behaviour Report</i>. • <i>Being Better Behaviour</i> form sent home to be completed. Added to pupil file (CPOMS).
<p>Level 5 – continuation of low-level unacceptable behaviour; repeated serious unacceptable behaviour or severe incident of serious behaviour.</p>	<ul style="list-style-type: none"> • cyberbullying – the use of electronic communication to bully another. • damage to property through deliberate or reckless behaviour. • dishonesty – lying, theft or making untrue or malicious allegations against another person within the school. • refusing to comply with disciplinary sanctions. 	<p style="text-align: center;">SEVERE</p> <ul style="list-style-type: none"> • Verbal reprimand. • Headteacher informed and pupil sent to Headteacher. • Parents informed by class teacher that day. • Parents invited for meeting with class teacher, Headteacher & Governor, if appropriate. • Meeting added to pupil file (CPOMS). • Suspension. • Exclusion.

Appendix D

Positive Behaviour Report - example

POSITIVE BEHAVIOUR REPORT															
Friday	Thursday	Wednesday	Tuesday	Monday	8.30AM 8-40AM										
Arrive @ School Registration						Morning Break 10-40 AM	Period 1	Period 2	Period 3	Period 4	Lunch / Play	Period 5	Period 6	3.30PM	
Morning Activities - Handwriting/Spelling/Arithmetic															3.40PM
Lessons Finish														Head or Deputy signature	
End of Day & Home															